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## The Career Destinations of Open University Secondary Postgraduate Certificate of Education Students

### Thesis

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**BSc Natural Sciences, MA (Cantab), M.Ed**

**The Career Destinations of Open University  
Secondary Postgraduate Certificate of  
Education Students**

**Doctor of Philosophy**  
**Aegrotat Award**

**Faculty of Education and Language Studies**

**November 2011**



# Preface

Elizabeth Bird was sadly not able to complete this thesis as she lost her life in a tragic road collision on 10th July 2010. Her near-completed chapters were collated and the thesis was submitted for examination, together with a statement from her supervisors. The three independent examiners agreed that Elizabeth Bird's work merited the aegrotat degree of Doctor of Philosophy. They commented on the high-quality research that had been undertaken and the significant contribution to knowledge in its field. The thesis not only provides a starting point for others who continue to work in this field but also has the potential to influence national educational policy.

Chapters 6, 8, 9 and 12 are unfinished and the appendices are unavailable. Passages marked in various colours were highlighted by the author; her comments in the margins have been added to the body of the text in square brackets.

The family of Elizabeth Bird would like to thank her supervisors Professor Frank Banks, Professor John Howson and Professor Bob Moon, as well as June Ayres for her kind assistance in formatting the thesis document prior to submission and Dr Gwyneth Owen-Jackson in facilitating the submission through to its final conclusion.

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# Glossary

ASC	Annual School Census
CPD	Continuing Professional Development
DfEE	Department of Education and Employment
DfES	Department for Education and Skills
DTR	Database of Teacher Records
EBR	Employment Based Routes
ECM	Every Child Matters
Education Data Surveys	
Flexible route	
FTE	Full Time Equivalent
GCSE	General Certificate of Education
GTCE	General Teaching Council for England
GTP	Graduate Teacher Programme
GTTR	Graduate Teacher Training Registry
HE	Higher Education
HLTA	Higher Level Teaching Assistant
ICT	Information and Communication Technology
ITT	Initial Teacher Training
LA	Local Authority
LEA	Local Education Authority
NASUWT	National Union of Schoolteachers and Women teachers
NCSL	National College for School Leadership
NEOST	National Employers Organisation for School Teachers
NPQH	National Professional Qualification for Headteachers
NQT	Newly Qualified Teacher
NUT	National Union of Teachers
OECD	Organisation for
OTTP	Overseas Trained Teacher Programme
PENSTATS	Pension Statistics database
QTS	Qualified Teacher Status
RE	Religious Education
RIG	Rewards and Incentives Group
RTP	Registered Teacher Programme

SIP	School Improvement Plan
STRB	School Teachers' Review Body
SWDB	
TDA	Training and Development Agency for schools
TDA PROFILES	
TLR	
TPS	Teachers' Pension Scheme
UCAS	Universities and Colleges Admission Service
618G	

# Chapter 1 Introduction

The significance of mature entrants to the teaching profession was reiterated by Estelle Morris in her recent (2008) address to the Universities' Council for the Education of Teachers (UCET).

The exploration within this thesis, of mature entrants to teaching, is particularly important, both in respect of recent accounts that claim to report the increasing entry of mature people to the teaching profession and in respect of stated policy aims and marketing campaigns aimed at attracting mature, career-change entrants to the profession.

The aim of this thesis is to provide an overview of and commentary on recruitment and entry to the teaching profession in England of mature trainees during a decade and a half between 1993 and 2008. It seeks to answer the question of the extent to which mature entry to the profession is able to contribute to teacher supply in England.

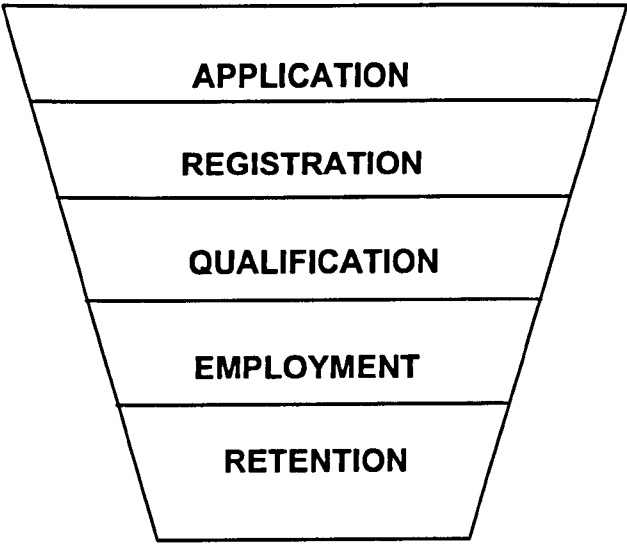
While a number of national data sets include data on age, and there have been a number of studies and some media reporting in relation to mature entry, there has been, to date, no full account of mature entry to teaching. This thesis aims to fill that gap by providing a synthesis of the available information, interrogating that synthesis and identifying policy implications and questions for further research.

The thesis explores the rhetoric and reality behind the efforts made to attract older entrants to teaching, considering the evidence base on which such campaigns were based. It considers the extent to which policy aims have been successfully met in respect of the employment and retention of those trained as mature trainees, and looks at implications for the future.

In order to answer the question posed, the thesis adopts a ‘chronological’ approach, exploring available data and research in relation to five stages: application, registration, qualification, employment and retention. At each stage the data on mature applicants / teachers is considered and compared to that for their younger counterparts. A key element of the analysis is a comparative account of the attenuation between each of the five stages.

Within the analysis, ‘pyramids of numbers’ (cf representations of numbers of species in a food chain) are used to show the numbers in each of the five stages for different demographic groups, providing a visual representation that enables numbers and attenuation patterns to be shown for each group.

**Figure 1.1**



The example in Figure 1.1, shows an attenuation pattern for the data in Table 1.1:

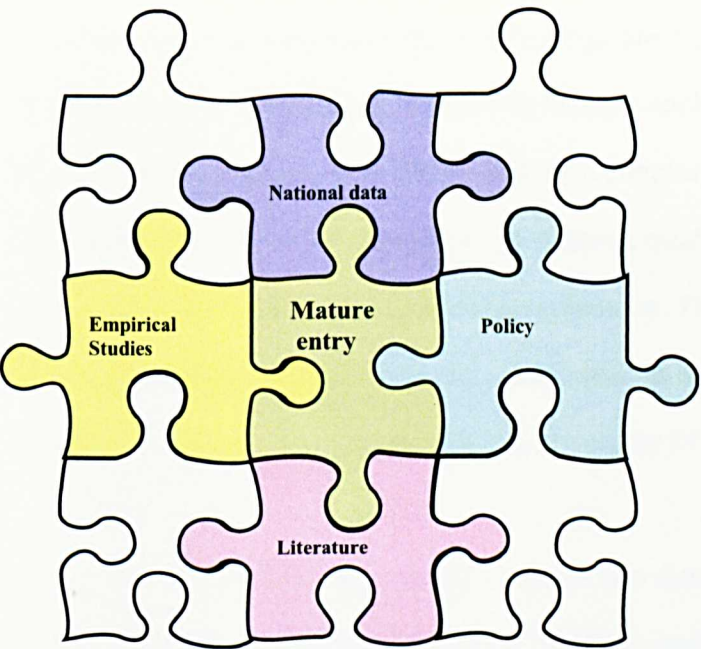
**Table 1.1**

stage	number
application	11287
registration	5736
qualification	5649
employment	4980
retention	2379

The top rectangle shows all those applying – 100% of the sample. Grid lines are 25% intervals ....

The thesis draws on a range of sources in this analysis, as represented by the graphic below, see Figure 1.2.

**Figure 1.2**



In addition to a survey of the literature, media reporting and policy documents in this area, the thesis includes secondary analysis of publicly available national data sets in relation to teacher recruitment and entry to teaching employment. The thesis draws on analysis of four substantial empirical studies carried out by the author, all of which contribute different understandings in relation to mature entry to teaching. These are: a study of primary Postgraduate Certificate of Education (PGCE<sup>1</sup>) students on the Open University (OU) PGCE course, a comparative study of OU and other secondary PGCE students, a study of those who qualify as teachers but do not enter teaching employment, and a study for students on employment based routes. These studies

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<sup>1</sup> PGCE is used within this thesis to refer to both Postgraduate and Professional Graduate courses: see glossary for further explanation.

have also been, in a number of ways, influential in respect of informing thinking in relation to mature entry to the profession, for example through invited seminars to the GTCE Initial Teacher Training Advisory Committee (Bird 2004) and Retention Forum (Bird 2003), and through evidence given to the House of Commons Select Committee inquiry into Secondary Education (Moon and Bird 2003) .

The choice in this thesis has been to adopt a 'chronological' rather than a thematic approach, so secondary and empirical findings are reported together in a series of chapters tracing mature entry to teaching through application, [Comment in margin: To consider whether it is appropriate to include a chapter on motivation here – there is quite a bit of data in my studies] entry to training, qualification and entry to teaching employment, and finally retention in the profession. The entry of mature entrants to teaching employment subsequent to qualification is a major focus of the thesis, and the section on entry to employment explores a number of key themes.

Finally, the findings from each of the sections are summarised in a section which draws on these findings to identify implications for policy and practice.

## **1.1 Terminology used within the thesis**

### **Initial Teacher Training**

This thesis would be incomplete without an acknowledgement of the discussions around the alternative terminologies used to refer to those courses leading to Qualified Teacher Status, and to those registered on such courses. Ward and Eden's book (2009, p.113 and p.115) provides a flavour of the strong feelings that exist in relation to the different terms that are used, and the arguments that have particular significance within the context of 'the academy' and University based courses. 'Initial Teacher



Training' (ITT) is the term used by government<sup>2</sup> and the Training and Development Agency (TDA), with the related terms 'employment based teacher training' (EBITT) and 'school based initial teacher training' (SCITT) being in common use in the sector. Many have argued that 'Initial Teacher Education' is the more appropriate term, with 'training' being associated with a technicist [Comment in margin: Add reference] or mechanical view of teaching. Ashby et al, (2008 page vi [Comment in margin: Check if Ashby or DCSF]) argue that 'to some extent there is also baggage associated with this term' and so adopt the approach, shared by others writers in the field [Comment in margin: Add reference], of seeking to deal with the issue by using the term 'Initial Teacher Preparation' that could be considered to be more neutral. The author's principled position is that 'teacher education' rather than 'teacher training' is a preferable term for those HE courses with which she has been associated. However, in the context of this thesis, for the sake of simplicity and consistency, particularly in view of the terms EBITT and SCITT which are used throughout, 'Initial Teacher Training (ITT)' is used to refer to all courses, routes and providers.

Related to the argument as to whether to refer to 'training', 'education' or 'preparation' is the most appropriate term, is the issue of how to refer to the trainees. Terms such as 'student', 'student teacher' and 'trainee teacher' are used in different contexts. 'Beginning teacher' can also be used, particularly in the employment-based context, but other writers used this term for those who have started teaching following qualification. The author has long sought to avoid the use of the term 'students' as this can introduce confusion in contexts in which school and college pupils may also be referred to as 'students'. The term used in the author's own professional context is 'student teacher'. The BAT study (ref xxxxx) chose to use the various terms (not including beginning teacher) interchangeably. In this study, the choice has been for

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<sup>2</sup> In England: in Scotland the term 'Initial Teacher Education' is the **officially used term**.

consistency, and the term 'trainee' is used to refer to all those undertaking any form of teacher preparation leading to Qualified Teacher Status.

### **Newly / recently qualified teachers**

In the context of this thesis, a further issue is the need for clarity in respect of the terminology used for those who have qualified as teachers.

The term 'Newly Qualified Teacher' (NQT) is in general use for those entering teaching after qualification. Ashby et al (2008) note the definition of NQT as 'a teacher entering their first year of teaching after undertaking a programme of ITP'.

From that definition, it follows that where those qualifying from ITT courses do not immediately enter teaching employment, they are still referred to as NQTs when they enter the profession, that is, in their first teaching posts. This is usual practice.

Ashby et al, noting that some writers use the term in a more extended way to refer to teachers in the early stages of their careers, perhaps spanning several years, choose to be more specific, and use the term 'Recently Qualified Teacher' (RQT) to refer to those between their second and fifth year in post.

What is less clear is how those who have qualified but not entered teaching should be referred to. NQT [Comment in margin: Find examples] is frequently used in the context of surveys, e.g. TDA surveys that report on employment in the year after qualification [Comment in margin: Check with reference to those not teaching], to refer to those who have qualified, whether or not they have entered teaching employment.

The empirical surveys reported in this thesis consider, as a focus, both those who have entered teaching employment immediately after qualification and also those who have not entered teaching employment for some time. The practice of the author has been to

use the term ‘Recently Qualified Teacher’ (RQT) to apply to all those who have qualified within the last five years, *whether they have taught or not*. This use of the term differs from that of Ashby, but provides a convenient way of referring to the whole group of those who have recently qualified.

In the context of this thesis, NQT is used to refer to individuals in the first year after gaining QTS, whether or not they are in teaching employment. This group thus form a subset of those referred to as RQTs.

**Government Education Departments**

Over the time period covered by this study, the name, structure and specific responsibilities of government departments responsible for schools and teachers have changed, as indicated in Table 1.2 below.

**Table 1.2**

DES	<b>Department of Education and Science</b>	Created 1964. Replaced in 1992 by the Department for Education
DFE	Department for Education	Created 1992. Replaced in 1995 by the DfEE
DfEE	Department for Education and Employment	Created 1995. Replaced in 2001 by the DfES
DfES	Department for Education and Skills	Created 2001. Replaced in 2007 by two departments.
DCSF	Department for Children, Schools and Families	Created 2007. Replaced in 2010 by the DfE
DfE	Department for Education	Created 2010

In this thesis, where mention of the relevant government department is time specific, the appropriate departmental name has been used. However, on a number of occasions, reference has been made to activity that spans the time period, and has been the remit of a number of differently named departments (eg teacher workforce modelling). In such instances, the text refers to ‘the Education Department’, or simply to ‘the Department’.

## **1.2 Definition of mature and the use of age-grouped data**

A key element in any study of mature entry is to be clear about the definition of maturity. Mature is variously defined, and different conclusions may be drawn depending on the definition. Traditionally, studies have considered 25 years to be the age at which an individual is regarded as 'mature'. Even if 25 years is an agreed definition, in comparing studies, there may be differences depending on whether 'mature' refers to the age on entry to training, on completion of training or on entry to employment. Where such inconsistencies arise, they are noted in the analysis.

While the 'traditional' age of maturity has been taken as 25 years, a strong case can be made for a higher cut off point – perhaps at age 30 or 35, when an arguably very different group, with significant career and life experience, often including child-rearing, enters the market. For this reason, while the analysis presented in this thesis does, at times, compare a 'mature' group with its younger counterparts (especially where this is required for comparison with other research or statistics), such analysis generally either use both 25 and 30 as thresholds of maturity.

Whatever definition is adopted, division of teachers into two groups – 'mature' and 'younger' may obscure age-related differences within these groups: the experiences of 30 year old 'mature' entrants may be very different to those aged 45. The majority of analysis carried out for this thesis therefore involved analysis for a range of age groups.

## Chapter 2 Literature

### 2.1 Approach to the literature review

While this thesis does not claim to be a fully systematic review in the way in which that term is now understood (EPPI reference), and the thesis does not therefore include details of search parameters and inclusion criteria, the reading of literature has, nevertheless, been informed by systematic review approaches. Research literature was identified through searches of on-line data bases using a number of relevant key words and phrases, and items identified selected for relevance.

The literature reviewed for the study included a range of document types – as well as research papers, policy documents were a key resource.

Documents were identified through (to complete this section).

### 2.2 Media reporting

Any overview of the literature over the period in question inevitably finds references to extensive media reporting. Media reports may be regarded with scepticism and treated (in some cases) as biased and partisan reporting. However, they may also be seen as an important resource that indicates how teacher supply issues were understood and communicated over the years in question, which includes shedding light on attitudes to, as well as interpretation of, trends in relation to mature entry.

Within this study, an analytical approach was adopted to media reporting, exploring the reporting of teacher supply issues as reported on the BBC news website. From 2001 onwards, the author received a daily BBC education news feed detailing the 'top three' education news storied for that day. All articles relating to teacher recruitment and supply, and particularly to mature entry, were identified and archived.

The subject of each article was entered on a weekly grid for each year, in order to provide a record that would highlight patterns in respect of the timing and frequency of reporting, and emerging themes and trends in the content. A summary narrative was developed and is discussed. This is an important element to the thesis, in the recognition that media reporting not only reflects (or, perhaps, refracts) the political and social reality of the time, but that it also influences attitudes and political responses – it is in itself agentive.

## **2.3 Structure of the review**

The key aim of this thesis is to explore both the rhetoric and the reality in relation to mature entry to teaching. The analysis of the literature reported here is therefore presented under a number of sub-headings, focusing first on the stated rationale and policy aims in relation to mature entry that have characterised the period. Subsequent sections address issues such as the evidence base informing policy decisions, trends in the recruitment of mature trainees, their retention during training and their subsequent entry to and retention in the profession. The concluding section asks to what extent research and other commentaries consider the reality to match with the rhetoric and policy aims.

## **2.4 Rationale and policy aims in relation to mature entry**

A policy aim of increasing mature recruitment to the teaching profession has been repeatedly stated over the last decades. In April 1990, the Department of Education and Science (DES), in their evidence to the Education, Science and Arts Select Committee, recorded the success of their advertising campaign aimed at potential mature entrants to teaching in attracting 15,000 responses. Bullock and Scott (1992) refer to measures of which 'many relate to increasing the attraction of the teaching profession for new entrants who have gained work and life experiences in other areas



before considering teaching as a career' [Comment in margin: Take out the detail and move to the literature section].

Recently, increasing attention has been paid to the area of mature entry to the profession. This has become particularly pertinent, not only because of the emphasis on success in finding employment, but also because of a context in which the government aims to increase diversity of training routes and is encouraging the establishment of specific initiatives to encourage mature, career-change entrants to the profession (see for example, Millet 1997, Barnard 1998). The government Green Paper 'Teachers meeting the challenge of change' (Department for Education and Employment (DfEE), 1998a) proposed extending employment-based routes and the establishment of flexible, modular postgraduate teacher training which would be attractive to 'more mature career changers' (p.46). The DfEE recognised 'the importance of attracting entrants into teaching from the widest possible range of backgrounds, including mature entrants, with experience of other working environments (p.5).

In 1999, Anthea Millet, then Chief Executive of the Teacher Training Agency (TTA), stated that,

*One area where the potential for growth in trainee numbers is greatest is among mature entrants. We know that there are many thousands of people with degrees who want to teach [...]. We also know that there are many thousands of people without degrees who want to upgrade their qualifications and then train to teach. (Millet 1999)*

This policy aim of attracting mature people into the teaching profession is the subject of this thesis. It is an attempt to trace the story, during the last 15 years, of mature entry to

teaching, exploring both the recruitment of mature people into teacher training and their subsequent entry into teaching employment.

A case study of Teacher Recruitment campaigns (COI 2009) sets the context as one in which 'in 1997 there was a worsening teacher supply problem' (p.68) and therefore, 'to avert a crisis in schools and to ultimately make the UK economy more competitive, the government started a teacher recruitment campaign through the Training and Development Agency for Schools (TDA) and COI'.

While the first phase (1998–2002) aimed to attract those who were 'born to teach', the second phase campaign (2003–2005) was explicitly aimed 'to motivate those who would have to 'change to teach'". The second phase was thus predicated on the notion that large numbers of mature entrants, already employed in other areas, could be encouraged to enter teaching as career-changers. It is not clear on what evidence base this assertion was made [Comment in margin: To explore further.] [Estelle's speech].

A TDA news release

(<http://www.tda.gov.uk/about/mediarelations/2004/20040909.aspx>) suggests that the nature of the campaign was based on research relating to teacher motivation [Comment in margin: References or cross reference here]. It describes the 'Use Your Head. Teach' campaign as being based on research that showed that:

- current teachers and head teachers believe working with children is their principle motivation for teaching; and
- three-quarters of recent graduates think working with children would be intellectually stimulating.

'Use Your Head. Teach' was launched in September 2003. In that period there were more than 42,100 enquiries from eligible candidates interested in becoming a teacher –



around 10 per cent more than during 2002–2003. The number of enquiries about mathematics rose by 31 per cent.

The new advertising themes were developed following research among representative groups of teachers, head teachers and potential teachers. Teachers were asked what they liked most about their job, and potential teachers what would attract them to join.

Research by PCP Data among 1,000 non-teacher graduates aged 21-35, commissioned for the TTA in July 2004, found that 77 per cent believed that working with children would be intellectually stimulating, 75 per cent were attracted to the idea of working with young people, and 81 per cent to the opportunity to develop young people's minds. <http://www.tda.gov.uk/about/mediarelations/2004/20040909.aspx>

The second phase campaign is described (COI 2009 page 69) as aiming to 'convince those who were potentially interested in teaching that the joy of working with children would provide the positive interaction that their current jobs were failing to give them'.

## **2.5 The evidence base informing policy decisions**

## **2.6 Trends in the recruitment of mature trainees**

## **2.7 Retention during training and their subsequent entry to and retention in the profession**

The extent to which students who qualify as teachers subsequently enter the profession has become a topical issue as a consequence of the current concern with the recruitment of adequate numbers of high quality new teachers. The publication by the Teacher Training Agency (TTA 1998a, 1999) of profiles for initial teacher training (ITT) further brought this issue to the forefront by using employment data as a performance indicator for training institutions.

In 1989, Parkes wrote, 'Little is known about the performance of mature PGCE students as compared with their younger counterparts' (p.232). There still appears to have been little large-scale, systematic, comparative study of the entry of mature entrants to teaching, as Whitehead et al (1998, p.268) state: 'To date, there has been a lack of empirical evidence comparing student cohorts entering different types of training provision', and that 'if diversity of training routes is part of the policy agenda to meet problems of teacher supply, then it is important to discover whether students ... succeed in obtaining jobs in teaching'.

## **2.8 To what extent research and other commentaries consider the reality to match with the rhetoric and policy aims**

On the basis of published national data, Howson (2000) points out that figures for those students who completed their training as teachers in 1997 (newly qualified teachers (NQTs)), show that 72 per cent had found full or part-time teaching posts by March 1998.

*Meanwhile, older trainees remain less likely to get job than younger NQTs.*

*More than a third over the age of 35 were not in work in 1997 and the figure rose above 40 per cent for men.*

The reasons for this are not clear. Howson (1996) points out that 'what is obvious is that fewer of the older students end up in teaching. What we do not know is whether this is by choice or because they are unable to find a teaching post'.

Sources of national employment data (HESA, TTA) provide figures of around 3% for those who do not seek teaching employment. The remaining group are those who are seeking, but have not obtained, posts nine months after completion of their course. The assertion of Dean (TES, 1996) is that this second group comprises a large proportion of those who trained as mature students.

Higher Education Statistics Authority (HESA) data divides students into two age groups, those under 25 and those aged 25 or older. Of those completing a PGCE in 1996 (HESA 1998), 6% more of the younger group had entered employment. A correspondingly higher proportion of the older group were still seeking posts. The claim of Dean's article (ibid) is that this is because the mature trainees were unable to find posts.

In 2000, an English newspaper headline read: 'Country has "run out" of teachers' (Dean 2000b p.4), while another article stated that teacher shortages in England and Wales had hit crisis level (Dean, 2000a p.1). Teacher shortages in the United Kingdom were neither new, nor un-anticipated, but the extent of this crisis and the predictions of its worsening were causing serious concern. A study by Smithers and Robinson (2000a, 2000b) also indicated that the extent of teacher shortages, which has usually been measured in terms of the numbers of unfilled vacant teaching posts, had been masked by schools adopting various measures to fill posts, often on a temporary or supply basis, with unqualified or inappropriately qualified staff. Figures for the recruitment of trainees, together with an estimated wastage rate of 40% in training, indicate that the numbers of teachers leaving the profession far exceeds the number of new entrants.

The extent of teacher shortages in England varies across the country, and by subject. The worst shortages are in mathematics, technology, information technology (IT) and modern foreign languages (MFL), with serious shortages in science. The lack of physical science teachers is masked by the employment of a disproportionate number of biology specialists. Geographically, the most serious problems are in the capital, where recruitment problems are compounded by high costs of living, especially housing. Dean (2000b, p.5) noted that:

*half of all the maths and technology jobs advertised in inner London for this academic year remain unfilled, and shortages are drastic in the capital.*

However, shortages are by no means confined to the capital. Schools in parts of the North of England, the Midlands and the East are also experiencing serious recruitment problems, with vacancies in some subjects remaining unfilled across the country.

Slater (2000, p.24) points out that teacher shortages in England have occurred before, with the previous shortage peaking in 1990. At that point, vacancy rates stood at 1.8% of posts, as oppose to only 0.8% at present. However, the low level of recruitment indicates that the current crisis is likely to worsen rather than improve.

England and Wales are not alone in experiencing teacher shortages. A newspaper report (King, 2000a) pointed to teacher shortages in 13 out of 15 European Union states, as well as in the USA, Australia, New Zealand and Canada. He believes (King 2000b) that 'the only major European country which has a surplus of teachers is Austria'<sup>3</sup>. Howson (1999b) points out that in most of these countries there is concern over ageing ('greying') teaching populations from which relatively high proportions of the teaching workforce will be due to retire within the next decade. He suggests that 'only Portugal and Austria appear to have even half the desired number of under-30s in teaching.'

It is in this context of teacher shortage that increasing attention has been paid to the area of mature entry to the profession. Serow and Krista (1994) have commented that: 'one solution now being pursued in the UK, the USA, and elsewhere is to rely

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<sup>3</sup> New York has already been recruiting in Austria (Howson 1999b)

increasingly on late-entry teachers – that is, adults who enter teaching from other occupations' (p.555).

In England, the government aims to increase the diversity of training routes and is encouraging the establishment of specific initiatives to encourage mature, career-change entrants to the profession (see for example, Millet 1997). In the USA a number of strategies have been adopted to encourage mature entrants, including the adoption of alternative forms of certification which allow graduates to start teaching and then follow education courses while already employed. Another strategy has been to identify and target groups of potential trainees; the Troops to Teachers initiative has, for example, been successful in recruiting new trainee teachers. In England a somewhat similar approach that has been suggested, and to some extent adopted, has been strategic recruitment in areas where large-scale redundancies have occurred and where there may be unemployed people for whom teacher training may be an attractive option (Barnard 1998). However, a Times Educational Supplement editorial in 1998 added the caveat that: redundant workers are warned they may find it harder to get teaching work than they think – despite the widely-reported recruitment crisis.

It is also unlikely that relatively small-scale targeting of this sort would have a large impact on the problem. This is particularly so in times of economic strength and low unemployment. Indeed, the pattern of past years shows that teacher recruitment targets have only been met in times of economic recession.

In 2000, Ralph Tabberer, then the new chief executive of the Teacher Training Agency (TTA) (reported in Barnard, 2000) said that 'teachers should expect to see further radical change to the profession in the next five years', and that 'people would be encouraged to spend just a few years teaching during more flexible, varied careers'. This would lead to future challenges in recruitment, and that

*we have to make it possible for people to come in and give some very enthusiastic, energetic years. There's a bit of the teacher in all of us ... we can do quite well to get people fired up to teach for 10 years of their career rather than the whole thing.*

While the implication here was that this applied to young entrants to the profession, the significance of mature entrants was reiterated by Estelle Morris in her recent (2008) address to the Universities' Council for the Education of Teachers.

The recruitment of mature and career-change entrants has formed a major element of TDA advertising campaigns and the profile of those recruited to courses of initial teacher education has changed.

In a context of concern over the adequate supply of teachers, there has been a shift from a focus on the recruitment of teachers into training to consideration of retention; both during training and subsequent to qualification. While research has addressed the withdrawal of teachers in training (eg. Chambers and Roper, 2002) and the departure of those employed in teaching (eg. Hutchings et al, 2000, GTCE, 2003, Smithers and Robinson, 2003), there has been little work investigating the reasons why some of those who successfully qualify as teachers do not subsequently enter teaching employment. This thesis aims to explore this.

### **2.8.1 Extent of wastage**

To date, there has been a lack of clarity about the extent of the wastage that occurs between trainees gaining Qualified Teacher Status (QTS) and taking up a teaching post.

DfES data for those completing training in 2001 indicates that 20% of completers were not in teaching employment at 31 March 2002. These figures do not include those in the independent sector or employed on a part-time basis who have chosen not to enter the Teachers Pension Scheme (TPS), or those working through supply agencies, some of whom may be teaching not just on an occasional basis, but even on temporary contracts of up to a year (see Barlin and Hallgarten, 2001).

TTA Employment Status Survey (ESS) data, collected by HEIs using questionnaires distributed to those who have recently qualified, may include many of those who are employed part-time or on a supply basis<sup>4</sup>; perhaps on account of this, TTA data for the same year gives a slightly higher figure of 83% for those known to be in teaching employment, with a further 2% seeking teaching employment and only 2% known not to be seeking to work in teaching. However, the destinations of 12% were not known. If a substantial number of those whose destinations are not known are in teaching employment, the actual percentage having entered teaching employment may be considerably higher than 83%.

DfES and TTA datasets give an indication of the numbers of NQTs who enter teaching within the first few months after qualification. To obtain a better indication of the extent of wastage between qualification and employment, it is necessary to know how many of those who qualify delay their entry but do subsequently enter teaching employment. The ESS data indicates that half of those not employed are seeking, and may therefore be likely to enter, teaching employment: the extent of wastage would then be smaller than is indicated by surveys undertaken soon after qualification. A study of secondary PGCE trainees (Moon and Bird, 2003; Bird, 2004) indicated that around 94% of the sample had taught at some point since qualification, but that around 5% had taken at least 6 months to enter teaching employment.

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<sup>4</sup> But see below, page xx.

Within the context of the aims of this study, it was important to explore the extent to which those not in employment at six months after qualification had subsequently entered the profession, recognising an important distinction between those who never take up teaching employment and those who delay their entry to the profession.

### **2.8.2 Reasons for non-take up of teaching employment**

Studies of those leaving teaching employment have identified what appear to be the chief factors in the decision of many teachers to leave the profession (eg. Hutchings et al, 2000; GTCE, 2003; Smithers and Robinson, 2001, 2003). Workload is consistently identified as the biggest single factor, with 44.8% of Smithers and Robinson's (2003) sample identifying this as being of great importance in their decision, and 56% of those responding to the MORI survey carried out for the GTCE identifying workload as the most significant demotivating factor. Other factors regularly mentioned are the number and manner of implementation of initiatives, and pupil behaviour (although this remains much more important to secondary than to primary teachers). Associated with teacher workload and pupil behaviour is the issue of teacher stress, and in recent years, there has been a steady stream of articles in the educational press giving personal accounts of teacher stress and burnout (see, for example, Woods et al., 1997, Chapter 6). Stress in teachers' lives has been explored in detail by Troman and Woods (eg, 2000, 2001, 2003). The issue of salary appears in each analysis of teachers' reasons for leaving the profession, although salary does not appear as the most significant factor. Smithers and Robinson (2003), for example, found that salary was the least important of their five main factors. Hutchings et al (2000) pointed to teachers leaving the profession in order to find jobs where they felt they would have more scope for initiative and creativity.

Studies of those who withdraw during training indicate a similar range of reasons to those identified by those leaving teaching employment, with workload and pupil



behaviour featuring prominently, as well as the 'personal circumstances' which also appear in Smithers and Robinson's (2003) five main factors. Chambers and Ropers' (2002) study highlighted the mismatch between students' expectations and reality.

Open University research on delayed and non-entry to teaching employment (Bird 2004) has seen the emergence of similar factors to those identified in studies of leaving teachers and of withdrawing students, but there is a suggestion that there may be a difference in the priorities given to the different factors by those who decide not to enter teaching after training as compared to those who leave only after entering teaching employment.

### **2.8.3 National data**

As indicated in the introduction (p.1), annually published DfES and TTA data indicate the percentages of teachers known to be employment at six months after qualification, with most recent figures indicating, respectively, that 20% of 2001 completers (DfES, 2004) and 15% of 2002 completers (TTA, 2003, see Appendix 3, Figure A3.3) were not in teaching employment at the point of survey. These figures give a first indication of the level of wastage.

The TTA Employment Status Survey typically reflects the known status of around 88% of those gaining QTS (see Appendix 3, table 2), and provides employment figures as a percentage of those who have gained QTS. This is a minimum figure that will under-represent the true figure, as many non-respondents will additionally be employed. However, the alternative percentage, that of those who status is known, is a more unreliable figure, because there are questions as to whether the 12% who fail to respond to employment surveys are more (or less) likely to be those who are not in teaching employment. What may be obtained from the data is the range within which the true figure will lie, as the maximum number who could have been in teaching

employment would be the sum of those known to be in teaching employment and all those whose employment status is unknown.

For 2002 completers, the minimum figure is thus 84.5%, the maximum 95.3%, and the proportion of respondents known to be in teaching employment is 94.8%. (See also Appendix 3, table 3). This consideration of the data suggests that the wastage indicated at point of survey data may be less than the 15% that the first column would suggest: however, this figure is the more reliable, and is used for the rest of this analysis.

Of particular interest in this study are the corresponding figures for those who are known not to have been teaching in January after qualification, see Table 2.1. These respondents are recorded in ESS/profiles data in two categories – those who are seeking teaching posts and those who are not seeking teaching employment:

**Table 2.1      NQTs known not to be teaching as a percentage of those gaining QTS**

Academic year	Number gaining QTS	Number known not to be teaching	% known not to be teaching	Number seeking teaching posts	% seeking teaching posts	Number not seeking teaching posts	% not seeking teaching posts
2001/2002	23275	1089	4.7%	568	2.4%	521	2.2%
2000/2001	22642	972	4.3%	486	2.1%	486	2.1%

Around half of those who are not employed in January after qualification are seeking teaching employment. It is also strongly indicated that the percentage of trainees who do not enter teaching employment and do not intend to do so may be very low indeed, perhaps as low as 2% of all those who qualify.

It is inevitable that there will be some wastage between training and employment, and, while it is legitimate to seek to minimise this, the cost associated with reducing wastage

at this point begs the question as to what is an acceptable level of wastage (eg. House of Commons, 2003).

There seems, at last, to be general agreement that there is a problem in teacher supply, and a suggestion that the problem is no longer a cyclical one related to economic performance, but one that is enduring (eg. Horne 2001). Shortages vary across subjects, and are particularly acute in mathematics. It has been repeatedly pointed out that if training targets are to be met, the percentage of new graduates required to enter the teaching profession in mathematics is so high that we cannot realistically hope to recruit sufficient numbers from among this group (Smithers and Robinson 2000). Two other groups must therefore be considered; qualified teachers who are not in teaching employment but who might return to the profession (now actively being encouraged with financial incentives and re-training), and those who come to the teaching profession as mature entrants.

The potential contribution to teacher supply of mature trainees has been recognised for some time, and recruitment data have indicated that this source has particular promise in mathematics (see for example, Bullock and Scott 1992, p.178). Research carried out in the early 1990s by the Open University, commissioned by the DfEE (see Leach and Moon, 1997), found that interest in a teaching career amongst graduates in mid-career was especially strong in the key subject areas of mathematics and science.

In the context of teacher shortages, increasing mature recruitment has been seen as a policy aim for some time; for example, Bullock and Scott (1992) wrote:

*Of these 45 new measures, many relate to increasing the attraction of the teaching profession for new entrants who have gained work and life experiences in other areas before considering teaching as a career.*

In order to contribute to reducing teacher shortages, successful recruitment to training is not sufficient. Trainees must also enter teaching employment. The performance of mature trainees in this respect has been brought into the spotlight by media reports that older trainees are unable to find teaching employment, for example Dean (1996) and O'Leary (1999).

## Chapter 3 Methodology

This chapter outlines the methodological considerations that applied to the thesis as a whole and, more specifically, to the individual elements included within it.

### Something on methodological approach ...

In respect of the data analysis within the thesis, it would be appropriate to describe the methodological approach adopted as 'new political arithmetic' (Gorard et al 2006, Gorard and Taylor 2004); an approach as being one which is mainly numeric, but with non-numeric data 'used to illustrate the views of individuals or the reasons why individuals acted in certain ways' (p.31). The broad analytic approach adopted is similar to that adopted in the study of teacher supply reported by Gorard et al, in that, like their analysis it focuses first on an interrogation of national data sets, many, but not all of which represent populations rather than samples; it is 'generally presented in 'biographical' order' – in this case from application to ITE, through entry to training, achievement of QTS, entry to employment, to retention and future intentions; and the analysis also includes a number of data sets that derive from bespoke surveys. In each case, these surveys are partial, and there are significant caveats in relation to the extent to which they may be considered representative – or, indeed, of what larger population they might appropriately be considered to be representative.

It should be noted here (and this is explicitly mentioned in respect of national data sets (page xxx)) that the age bands in which data is reported vary between the available data sets. These impacts on comparisons drawn. In some cases (eg TDA data) national data is available in both 5 and 10 year bands – analysis undertaken for this thesis has considered both bandings, and also aggregation across age bands. Not all analyses are included within the thesis, but those reported have been chosen for clarity

of reporting and for their ability to be usefully compared with other data sets. Finer (eg 5 year age band) analysis contributes additional understandings, it is included. The empirical research reported makes consistent use of the same age groupings (check), chosen in order to enable comparison between the sets and, where possible, with national data.

The other point that should be noted within the analysis of both secondary and empirical data is that the age bands against which analysis is reported are frequently not of the same size. No statistical analysis has been carried out which would assume that this is the case, but this is highlighted as a caveat in respect of the interpretation of the tables and charts within the text.

### **3.1 Secondary analysis**

**Include a commentary on the history/issues in relation to national data and tracking of teachers' careers.**

The thesis includes analyses of the main publicly available data sets in respect of teacher training and employment. It has been noted previously (Bird date) that these data sets differ in the ways that they collect and present data, and in the field definitions that they use, resulting, in some cases, in different figures for what may, at first glance, appear to be the same statistics. Such differences are commented on, as appropriate, in the text.

The data sets differ in respect of their inclusion of nation state data, again making direct comparison difficult. Some data sets may have changed in this respect over time; for example xxxx data prior to xxx combines figures for England and Wales, but subsequently presents figures for England alone.



Many of the datasets included here are particularly valuable in that, unlike the survey data analysis, they represent population rather than sample data. However, it is important, in each case, to be clear which specific population is represented (as well as whether the population to which the data refers has been consistent over time). In some cases the population represents a sub-set of a larger population. These issues are pointed out in relation to each individual data set.

It is important, also, to note that, even within population data (eg TDA and GTTR) there may be issues in relation to non-reporting against particular fields. A common example in this respect is non-reporting against ethnic monitoring categories. At even quite low percentage levels, this non-reporting can seriously compromise the significance that can be accorded to apparent trends and differences (see Bird xxxx). As far as this thesis is concerned, perhaps the most important case of this sort is in the destinations data as reported in TDA profiles data (unlike other elements of TDA profiles data, this element is not complete population data), where the data reported contains variable levels of non-reporting, by institution. This is commented on in more detail within the analysis of TDA data (p.xxx) and also in relation to sample selection for the empirical study of non-entry to teaching (p.xxx).

The analysis of population, rather than sample, data removes many of the statistical complications. As Gorard et al (2006, p.31) note: 'since none of the cases have been selected or allocated at random, traditional statistical approaches based on standard errors are irrelevant.....The identification of trends, patterns, changes and differences is based on judgement, with the aid of quasi-effect size calculations where needed' Look up Gorard 2006 (ref in notebook).

National data analysed within the thesis includes the following datasets:

### 3.1.1 Graduate Teacher Training Registry (GTTR) data

Graduate Teacher Training Registry (GTTR) data are records of applications for postgraduate training courses: those applying for undergraduate training routes, employment-based routes, the Teach First programme and some flexible training routes are not included. Data aggregates applicants across all phases and relates to those institutions in England, Scotland and Wales which recruit through the GTTR: this includes Higher Education Institutions and some SCITTs (School-Centred Initial Teacher Training). A full list of the institutions involved is included in each GTTR annual report.

Published data provide a breakdown, by age of applicant, which details the total number of applications and the number of these applicants to be accepted onto courses of teacher training, the number of withdrawn applications, and the number of applicants unplaced.

Age data are presented in the following age bands:

- 20-22, 22-24, 25-26, 27-28, 29-30, 31-35, 36-40, 41-45, 46-50, and 51+

For the purposes of analysis here, and for better comparability with other data sets, GTTR data has been aggregated, with 20-24 as the first band and 25-30 as the second: note that this divides the 20-30 age group into unequal bands and care must therefore be taken in interpreting charts and comparing data with that from other sources. The age quoted here is the age at the end of September immediately prior to the start of the training courses applied for – ie the age at the start of training. This is directly comparable to other national data sets ([check TDA](#)) which give age at start of training. There is some discrepancy with other data sets referred to in the study, which use age on completion of training or (TDA, undergraduate [\(check\)](#)) age on entry to final year of training. As far as the identification of year on year trends is concerned, the



internal consistency of the data is of greater importance than the point at which age is measured.

Dates given in the analysis of GTTR data are course entry dates – so 2007 refers to recruitment during 2006/7 and acceptance for course start in September/October 2007 for the 2007/8 academic year.

GTTR age data from annual statistical reports was compiled across the period of the study, and year on year analysis is reported. A caveat here is that the list of institutions recruiting through the GTTR has not been constant across the recording period. The data nevertheless provides a valuable source of information in relation to PGCE courses. The particular value of the GTTR data in this analysis is that, unlike other data sets that are included, it provides information about application as well as acceptance (entry) numbers, although this is restricted to a subset of training routes and providers. Similar data is available for undergraduate routes via UCAS, but equivalent aggregate data is not available across the whole sector.

Updated GTTR data can be accessed on an ongoing basis throughout the application year. This ongoing data has been reported on by the monthly commentary prepared by John Howson, which provides an ongoing analysis of recruitment against target.

Possibly include: In addition to extracting data from the annual statistical reports for the analysis presented here, the archive of monthly commentaries has been reviewed..... is there any age related information here.

### **3.1.2 Universities and Colleges Admissions Service (UCAS) data**

The Universities and Colleges Admissions Service (UCAS) database holds information about individuals who apply to full-time, undergraduate higher education courses offered by universities or colleges in membership of the UCAS scheme. This data has

been analysed to provide information about those applying for undergraduate courses of teacher training.

The UCAS application process allows applicants to apply to up to six institutions consecutively (five from 2008). The data used in the analysis is that giving the number of applicants whose applications fell primarily into the area of teacher training, as opposed to the overall number of teacher training applications. These two statistics are very different. The statistic chosen reflects the number of individuals seeking to enter teacher training.

### **Age groups**

UCAS provides details in relation to applicant age (in years) at the end of the September before entry to higher education. Age data is available either in detail (11 categories) or summarised into four broad age bands. The detailed categories are:

- 17 and under, 18, 19, 20, 21, 22, 23, 24, 25 to 29, 30 to 39, 40 and over

The four aggregate bands are:

- 20 and under, 21-24, 25-39 and 40 and over.

For the sake of the analysis here, the aggregation of age into a 25-39 age band was considered to lose some of the fine data and comparability with other data that was required. Data was therefore extracted using the fine, 11 category option, and this data was then aggregated into the following bands for analysis:

- 20 and under, 21-24, 25-29, 30-39 and 40 and over.

Note that, because of the way data are aggregated by different data sets, the age bands are not directly comparable with the data sets from other organisations, eg the GTTR data reported above includes a 25-30 age band, for UCAS data the nearest equivalent is 25-29. These differences mean that comparison across data sets should

be treated with caution, and that it is not possible to compile the data from the different national data sets to provide a combined analysis.

### **Data access**

UCAS data was downloaded from the UCAS statistics online at

[http://www.ucas.ac.uk/about\\_us/stat\\_services/stats\\_online/](http://www.ucas.ac.uk/about_us/stat_services/stats_online/)

This website makes available data from 1996 to 2009, and the intention in this thesis was to present a year on year analysis of applications to teacher training by age across that range.

Data are available via two different access routes. For 2002–2009, data are available as annual data sets. For this analysis the 'subject' option was selected, this provides a breakdown of applicants by age and by gender for each broad subject group. Data for group X1, teacher training, was selected.

For preceding years, data was obtained via the 'statistical enquiry tool', which enables downloading of simple cross tabulations for certain defined data fields.

However, presenting a year on year analysis of UCAS data across the time period of the study presents a number of issues in relation to the consistency of the data fields over time. These issues are compounded, for the purpose of this study, by the relative lack of sophistication of the on-line enquiry tool in restricting cross-tabulation to a single column and row.

Changes with time across the life time of the data are:



**(i) changes in UCAS membership**

As is the case with the GTTR, the list of institutions recruiting through UCAS has not remained constant, and the UCAS site notes that, 'UCAS membership varies from year to year and changes in membership may skew statistics'.

**(ii) changes to the codes under which subjects are recorded**

UCAS data is recorded under subject classification codes, which have changed during the time period of this study.

Current UCAS subject classification (since 2002) uses Joint Academic Coding System (JACS) codes (see appendix xxx, page xxx). These codes replace the UCAS Standard Classification of Academic Subjects (SCAS) and allowed consistency of classification across UCAS and HESA (see 47). UCAS (2003) notes that the change of codes means that 'many subjects may show exaggerated increases or decreases when compared as a time series, and should therefore not be directly compared to previous years'.

This raises a concern in relation to any attempt to try to prepare a time series analysis of the UCAS data starting prior to 2002.

Data available on the site from 2002 onwards is by subject group, with X1 teacher training as one of the defined groups. For data prior to 2002, selecting 'subject group' for analysis produces data for the entire education (X) classification: this is a much broader category than X1 and the two groups are not comparable.

The statistical enquiry tool allows analysis by selected subject lines, providing a finer breakdown than the broad X grouping. For the sake of analysis here, the following classifications were selected and included:

**X3– X8** Insert text as appropriate

X1 as a HESA category? Need to check what X1 includes

In fact, changes in classification may have limited impact on the data presented here. What is of greater concern is the range of training courses covered by the X1 classification (Education, teacher training). The public access to the UCAS data does not allow for disaggregation of this category, which is a broad classification including not only primary and secondary undergraduate teacher training, but also non-QTS courses in TEFL, nursery, tertiary and higher education. The acceptance figures indicate clearly that the data includes those applying for foundation degrees as well as those courses leading to a first degree and QTS. With these caveats, however, the data is included within the applications analysis, as giving an indicator of trends in patterns of application by age in the undergraduate teacher training sector.

**(iii) availability of UK nation specific data**

The UCAS on-line annual datasets and statistical enquiry tool makes UK nation specific data publicly available from 1996 onwards. The statistical enquiry tool makes institution and institution region data available, but this cannot be cross tabulated with both age and subject, so that, in effect, from 1996 to 1999 only UK aggregate data by age and subject are available.

The analysis presented in this thesis makes use of the annual data sets for subject (X1 teacher training, see below) from 2002–2009. These data sets provide figures for UCAS member institutions in England, and include only England domiciled applicants.

Figures for 1996–2001 are not available via the ‘annual data sets’ on the UCAS site. Instead, these had to be generated using the statistical enquiry tool. Restriction to a single column in the cross tabulation means that it was not possible to obtain a directly comparable data set by excluding those applicants domiciled outside England.



An equivalent UK analysis for the UK from 1996 onwards was carried out, and any important additional information is commented on within the text.

### **3.1.3 Higher Education Statistics Authority (HESA) data**

The Higher Education Statistics Authority is responsible for the central provision of statistics about higher education. Two datasets are of interest in the context of this thesis, the Student Record and the First Destinations survey (Destinations of Leavers from Higher Education (DLHE))

Student records are collected annually for all students studying courses of Higher education (full or part-time). Data is collected on-line from HEIs, and includes around 150 items per student, including subject of study, entry qualification and student characteristics. A data validation and quality checking process is operated in order to ensure the quality of the data. The data fields include detailed information relating to those following courses of initial teacher training, and this data feeds the TDA profiles database.

The HESA First Destinations survey data is a supplement to the student record which is submitted separately, detailing the destinations of students after graduation. The information is collected by HEIs, using standard questionnaires, with follow-up of non-respondents, and this data is submitted electronically to HESA. The standard First Destinations questionnaire has supplementary questions for those following ITT courses. The aim of the First Destinations survey is a complete record of destinations, but the use of questionnaires means that most HEIs fail to achieve a 100% return, and some fail to achieve the minimum 80% target: issues in relation to this are discussed elsewhere (p.xxx). This destinations data feeds the TDA profiles site.

A full analysis of HESA data across the time frame of the study is not included. This is because the TDA profiles data draws on the information which is collected from HEIs

through the HESA data collection round, in addition to data collected for other training routes, and allows for a more detailed sector analysis. Reference is made to HESA data for the earliest years included in this study, as these preceded the collection and publication of data by the TTA. HESA data is also referred to in relation to media comments on mature entry that are discussed within this thesis (see, for example, reference to Dean xxx on p.xxx).

### **3.1.4 Training and Development Agency for Schools (TDA) data**

The TDA hold a number of data sets in relation to initial teacher training. The profiles data have been accessed and used extensively for analysis within this thesis. The author is grateful to the TDA for allowing research access to these data sets. The key data sets used are listed below.

#### **Performance Profiles for ITT providers**

TDA Performance Profiles data are available from the 1998/99 academic year and provides detailed information in relation to entry to and qualification from courses of initial teacher training.

The data held is managed through the TDA's data management systems. As indicated above, HEI data is fed from the (HESA) data collection returns, including the First Destinations return, with HEI providers then required to review, update and sign-off their data for publication in the Performance Profiles. The 2007/8 end of year report from Texuna technologies, who manage the profiles database, notes that the 'update phase conducted post the DLHE survey is a useful process that captures the most up to date information of NQT employment', and notes an 11% reduction in 'unknown' status during that phase.

Non-HEIs (eg SCITTs) are required to use the data management system to submit their trainee level data. Employment based initial teacher training (EBITT) providers

provide information via the EBITTS trainee management system into the profiles database.

Profiles data is intended to provide information about training providers for potential applicants, among others. The extent to which some of the statistics collected may be used as proxies for training provider quality is contested, and the TDA have never provided ranked data. However, Smithers (199xxx – 200xxx) has undertaken an annual analysis in which he attempts to rank providers and also to provide an analytical commentary on the data (These commentaries are referred to elsewhere within this thesis). Revill (2006), comments that,

*It is possible to build crude league tables of teacher training providers.*

*Professor Alan Smithers has been publishing such tables for several years.*

*[...] They judge an institution on three sets of information: the Ofsted report, the academic qualifications students bring to the course on entry, and how quickly graduates enter teaching on leaving their course.*

While a discussion of the first two of these statistics, for reasons discussed below (p.xxx), is suspect in terms of its validity and reliability. Nevertheless, the TDA data has for many years provided information about the employment destinations of teacher training graduates, and a detailed analysis of that data by age is presented here.

In addition to the First Destinations employment data, the TDA website now provides an employment data set.

A new and innovative analysis dataset was created in 2008 adding immense value to data collected by multiple sources such as the TDA, DCSF, GTC, Ofsted and ONS.



Detailed employment information and schools information were imported from multiple sources and linked to the already available profiles information creating a joined up dataset. The dataset allows granular reporting on interesting metrics like the availability and diversity of qualified teachers in schools facing challenging circumstances.

This advanced employment data set enables more detailed analysis of RQT employment than has previously been readily available. Data is included for years from 2004/5 onwards.

As with the other national data sets, the detail of the data collected has changed with time. Initially profiles data was collected across England and Wales (check this part), but now includes only training courses in England. However, as data are collected and made publicly available on an institutional level, in line with the purpose for which the data set was conceived, it is possible to aggregate by nation, as well as on any other desired subset of training providers.

A more significant change with time has been the broadening of the data set to include data for SCITT and employment based routes. Data until 2001/02 does not define programme type. In 2002/3 data distinguishes standard and flexible provision, with all other provision being undefined. From 2003/4, GTP and RTP are distinguished, with OTT being added in 2004/5 and the Teach First Programme being included since 2005/6.

Secondary analysis of Profiles data is in this thesis to provide a year on year analysis of recruitment, qualification and employment data by age, and to explore differences by phase and training route.

## **TDA NQT survey data**

TDA NQT survey data is derived from an annual survey of Newly Qualified teachers, collected in January (check) of each year. The main aim of the survey has been to elicit NQTs views in relation to aspects of their training, though more recent surveys have also included questions in relation to employment status.

Initial NQT surveys accessed NQTs via mailings to schools (check), and so only reached those who were in teaching employment. More recent questionnaires have been mailed to NQTs using the GTC database. Until 2008/9, the GTCE database held only details of those NQTs who chose to register. While registration is mandatory for those in teaching employment in the state sector, it is otherwise optional and involved payment of a fee. This means that those contacted via the GTCE database are likely to be those in or seeking teaching employment, so entry to employment data obtained from this route is likely to be skewed, and to over-represent the extent of entry to employment. High employment figures, at around 95% are consistent with this suggestion.

NQT survey questionnaires do ask for age (in broad bands) and the TDA publishes a breakdown of responses by age band (initially aggregated across phase, more recently in phase specific reports). This cross analysis does not include employment status in the reports.

As a breakdown of employment status by age is not available, a full analysis is not included here, However, recent NQT survey data at sector level is used in comparison with other statistics, for example in relation to numbers of applications and interviews, and of regional differences in employment status.

### **TDA Census data**

This provides information in relation to the numbers of trainees registered on ITT courses at the annual census point, and is not used within this thesis.

Insert section on TDA advanced employment data (linked to GTCE, below).

### **3.1.5 Education Department (DfE, DCSF, DfES, DfEE, DES) data**

The Department's annual publications provide data on allocated places, entry to initial teacher training, and entry to teaching employment.

Analysis of Departmental data included within this thesis is drawn from a range of the Department's publications, accessed on-line from the DfE website.

The annual publication 'Statistics on Teachers' [Comment in margin: Title has varied across the time period. Insert correct titles] provides figures for recruitment to ITT by phase and by secondary subject over the preceding years. No break down by age of recruits is available. As with other data sets used within the thesis, there has been some inconsistency in published data across the time frame. The same publication also provides target (place allocation) figures for forthcoming years. The target figures published in successive publications are inconsistent, presumably as all published future targets have been provisional and subject to change.

Rather than compiling target and recruitment data from across the series of reports, the data on recruitment against target used here is drawn from the time series data (first published September 2006 and updated in 2010) available via the DfE website (cited as DCSF / BIS 2010a and b). These figures are not consistent with those in individual publications across the time period, as they include corrections to the data or changes to the way it is presented.

In publications prior to 1993/4, data did not include recruitment to SCITT and Open University provision. Publications prior to 2000/01 provided combined recruitment figures for England and Wales, but subsequent provision of data does make available, retrospectively, data specific to England [Comment in margin: Check].

Place allocation (ITT target) numbers reported prior to 2008/9 entry do not include [Comment in margin: check] employment based routes, although SCITT provision is included. The most recent figures, which include GTP, RTP and OTT figures but not Teach First (check) are therefore considerably higher than, and inconsistent with, those for previous years.

Annual Recruitment figures do not include those recruited to EBITT routes, but the published Additional information ITT contains separate figures for EBITT trainees.

Where Department data on targets and recruitment against target is included in this study, an explanation of the way the data has been selected and presented is included.

The Education department publication 'Statistics of Education: Teachers' provides data on newly qualified entrants to teaching. Newly qualified entrants are defined as those qualifying in the calendar year preceding the date of survey (in March of each year). [Comment margin: check this] Tables provide numbers of newly qualified entrants by training route for BEd completers, PGCE completers and EBITT completers (since xxx) by type of service, gender and age.

Successive annual publications, accessed via the DfE website, have been used to compile time series data for entry to teaching employment by age and gender. Data on new entrants by age and gender is available within the statistics for the first time in the



2001 edition (published 2002) which contains information about entrants who qualified during the calendar year 1999 who were in service in 2000. To check

### 3.1.6 General Teaching Council for England (GTCE) data

The General Teaching Council, established in 1998, has published an annual digest of statistics in relation to teachers since 2001. To complete. Add information about additional analysis obtained from GTCE.

## 3.2 Empirical studies

The thesis draws on the analysis of four empirical studies carried out by the author, all of which contribute different understandings in relation to mature entry to teaching. The studies included are:

- A study of RQTs who trained as primary teachers on the Open University PGCE.
- A comparative study of RQTs who trained as secondary teacher on the Open University and a range of other PGCE courses.
- A TDA commissioned study of those who qualify as teachers but do not enter teaching employment, involving respondents to the TDA NQT survey and a sample drawn from a range of HEI training courses.
- A study of NQTs who trained on an employment-based route.

Across the four studies, there were significant issues for research methodology that were similar for each of them, and similarities in the approaches adopted. This section starts with a consideration of the issues that were common to all of the studies and provides a rationale for the methodological approaches used. The subsequent sections provide a more detailed outline of each of the four projects and the specific methodological approach adopted in each case. Particular attention is paid to the ways in which the individual study methodologies limit the extent to which findings can be generalised, while recognising the contribution that the individual studies are able to make to the larger picture.

A primary aim of all the studies conducted was to provide information about the extent of entry to employment following teacher training. At the point at which the surveys were carried out there remained a lack of clarity about the extent of the wastage that occurs between trainees gaining QTS and taking up a teaching post (see p.xxx for an explanation of the reasons for this). In this context, and in view of the limited information then available from national data sources, it was also seen as very important to explore the extent to which those not in employment at six months after qualification (ie those reported in national surveys) had subsequently entered the profession, recognising an important distinction between those who never take up teaching employment and those who delay their entry to the profession.

The primary focus was therefore on quantitative methods, aiming to achieve large sample sizes within the financial and logistical limitations of the individual studies. For this reason, each study was primarily based on a survey approach, with a majority of closed or coded response questions which allowed for the collection and analysis of a large volume of evidence. In each case, this data was supplemented by data of a more qualitative nature from open questions within the original or in a follow-up survey, or from individual interviews which aimed to provide illustrative detail. More qualitative research in this area would add a greater depth of understanding to this area, but is beyond the scope of this thesis.

The major concern in each study, and one which had a significant impact on both the methodology adopted and the difficulties experienced, was the need to make contact both with those trainees who had entered teaching employment and also those who were not, for whatever reason, employed in teaching.

Add more here



The issues are, in many ways, similar to those discussed in relation to national data sets – as is highlighted by the author's work on the TDA commissioned study (pxxx) which made use of the TDA's NQT survey.

Methodological decisions for this initial survey....

Detail of the methodological approach adopted in each case is outlined below.

### **3.2.1 Survey of OU Primary PGCE trainees (1998)**

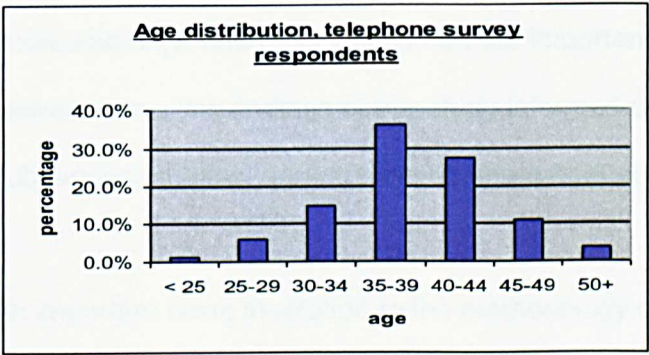
This study, carried out in 1998, explored the entry to employment of RQTs who had trained on the Open University's Primary PGCE course. The study was undertaken in response to the publication of the first TDA profiles data, which presented entry to employment data as a percentage of those known to have entered teaching employment as a fraction of all those who had qualified, leading to a low percentage figure for those institutions with low response rates to destinations surveys. The survey reported here sought, primarily, to achieve a better measure of the extent of entry to teaching employment for OU primary trainees, and the key element in the choice of methodology was the need to achieve high numbers of responses.

As this study focused entirely on Open University trainees, few of the problems encountered in subsequent studies were an issue. There were no issues in relation to sampling, as an attempt was made to contact all RQTs who had graduated from the course in order to achieve the maximum coverage. Contact details for all RTQs were available. As in the other studies, the currency of these contact details was a concern, though the relatively low mobility of the OU trainees meant that this was less of a problem than in the case of subsequent studies that addressed more mobile constituencies.

For a number of operational reasons, and because the OU wished to receive the data within a short time frame, the survey designed for the study (Appended as xxxx) was administered as a telephone survey on behalf of the OU by a market research company. There were no open response questions within the survey, though more detailed information was provided from a follow up to the original survey.

The OU Primary PGCE, offered between 2004 and 2009, was an 18 month part-time, distance learning course, starting in February and being completed the following July. The nature of the course meant that it was attractive to mature students, many of whom studied the course while in other employment. Others had family commitments that made a full-time course, or travel to a distant university inappropriate. For this reason, the age profile of the OU PGCE students was very different to that found in traditional ITT institutions. Figure 3.1 shows the age profile for OU samples used in this study:

**Figure 3.1      Age distribution of telephone survey respondents**



99% of the students were over the age of 25, and thus fall into the ‘traditional’ mature category. More than 90% were aged over 30 years, providing information about older mature entrants (see discussion of ‘maturity’, p.xxxx).

The survey resulted in 838 completed interviews, representing a 66% sample. Data related to three cohorts of RQTs, indicating employment status one, two and three years after completion for the three cohorts, respectively. Of the 838 students



contacted in the survey, 247 were from the cohort who commenced study in 1994, 208 from the 1995 cohort and 383 from the 1996 cohort, representing samples of 63%, 64% and 69% for the individual cohorts. The achieved sample size was sufficient to allow analysis of the data by five year age group, but with the caveat that the youngest and oldest age groups are small, and any cross tabulation thus results in very small numbers in some cells. The existence of such small cell sizes, in both this and the other surveys reported, meant that caution was exercised in relation to the use of statistical analysis and its interpretation.

Given the age profile of the trainees and the number of responses achieved, this study provided evidence in relation to a considerable mature sample. However, it is important to recognise that the evidence related to trainees on a particular and unusual route to qualified teacher status, and it was clear it might not be appropriate to generalise a number of the findings across the sector, and that different patterns might emerge for mature trainees on more traditional, full-time, courses of teacher training. However, the findings do relate to a substantial number of mature trainees, and provide understandings and raise issues that are important to a more general consideration of mature entry. The findings of this study informed questions that were explored in subsequent studies, and promoted a more nuanced view of mature entry.

An important issue in relation to the methodology adopted in this survey, and one which is equally pertinent to the other studies reported here is that of the non-respondents to questionnaire surveys. Generally, as Gorard (2006 p.27) notes, 'there are proven systematic differences (some apparently trivial) between those who tend to respond and others'. In considering this issue, it should be noted that the issue is slightly different in the case of telephone as opposed to postal or e-mail , although the outcome of likely bias is the same. This contention is supported by the experience of the third study (reported below) which found very different response rates between the

different ways in which the same survey was administered. In surveys reported here in which telephone was used as the means of contact, the proportion of individuals who declined to participate when telephone contact was made was very small (**data needed here**), and probably much smaller than the fraction who received postal or e-mail approaches to which they failed to respond. The response rate for telephone surveys reflected very closely the contact rate.

It is important to consider how the achieved sample (ie those who could be contacted by telephone during the survey period) might differ from those who were not contacted, and how that might skew any findings (need to insert references here). Of possible particular significance in this case is the possibility that the achieved sample reflects those RTQs who had not changed location since qualification whereas the group who could not be contacted by telephone might be predominantly those who had re-located since qualification (this is a simplistic picture, since some contact details had been updated in the interim, so that some of the achieved sample may also be those who had changed domicile). It is reasonable to expect that the position in relation to take up of teaching employment might be quite different between a group who had re-located and a group who had not, and that the findings of the survey might be skewed by this and / or by other differences between the respondents and the remainder of the population.

These concerns call for a cautious approach to the data. For all surveys reported within this thesis the percentage response rate is given, overall and, where appropriate, for individual items. There is a clear recognition that, in most cases, any extrapolation from the achieved samples to a bigger population should be made with extreme caution. In general, the importance of the surveys reported here lies less in the numerical data and any possible generalisation from that data and more in the issues that arise from consideration of that data. Gorard (2006 p.6) noted that 'to some extent all methods of

educational research deal with qualities, even when the observed qualities are counted' and asks his readers to consider 'the possibility that 'qualitative and quantitative evidence' refers to a false dualism' (see references in relation to this).

### **3.2.2 Survey of Secondary trainees (OU and national sample)**

Subsequent to the study of OU primary trainees, an investigation into the entry to employment of secondary OU PGCE students was carried out in 2002 in order to supplement the primary study and to enable comparison between the two phases. Given the reservations expressed in the context of the primary survey as to the possible differences between those training on part-time as opposed to traditional full time routes, the intention in this second study was to include mature and younger trainees from other institutions, so that comparisons could be drawn. Data were obtained from two groups of recently qualified secondary teachers, 1078 who trained on the Open University PGCE programme, and 548 on PGCE courses at other training institutions.

As with the primary study, the intention was to attempt to contact all OU RQTs across the duration of the programme in order to achieve the largest possible sample size. The original aspiration was to include two further groups in order to provide comparative data, these other groups comprising a) complete cohorts of RQTs from a small number of large institutions for a single year of completion and b) a single national cohort of mature secondary RQTs. The aim was to achieve around 1000 responses from each group. A sample size of this magnitude was sought in order to enable comparison to be made across subject, gender and age groups and between types of training route, within and across the groups.

For the other two groups, where larger numbers of RQTs would be available, it was intended to survey those who qualified in a single year, in order to reduce the complexity of the data. Data was collected for RQTs who successfully completed their

PGCE in 1998. While it was recognised that using 1998 completers would reduce the overall response rate, because of the lack of currency of contact details, the use of those who had qualified some years previously was an important element in the research design as it was hoped that this would yield information in relation both to delayed entry and to retention in the first years of teaching.

For a number of practical and logistical reasons, the intended research design was curtailed. These reasons related to the need, referred to above, to ensure that those RQTs who have not entered teaching are included in surveys. Contacting RQTs via schools is not an option in this case, which means that contact has to be through training providers. While it initially appeared that it would be permissible for training providers to supply contact advice to a market research organisation who would contact RQTs by telephone for this research project only, data protection considerations meant such lists were not made available and the only option was to enlist the support of other institutions in distributing questionnaires to their alumni. It proved possible to achieve cooperation from a limited number of institutions who agreed to mail pre-packed envelopes to entire subject cohorts of RQTs who completed in a single year. However, the experience of considerable difficulty in achieving this led to the abandonment of the group three sample, which would have made even more significant demands on a very large number of university administrators, who would have been required to mail questionnaires to RQTs selected on the basis of their age. Aside from the workload involved, which made providers reluctant to participate, in a number of instances, contact with providers indicated that they did not hold databases that would readily allow the selection of appropriate candidates.

The difficulties caused by the need to contact RQTs through their training providers also proved a constraint in the subsequent studies reported here, even when financial incentive / compensation was built into the research plan (see xxxxx below). Similar



problems have been reported by other researchers, for example Constable et al, 2001. At the time at which the studies were carried out, no viable alternative approach was available (though see the TDA commissioned non-entry study referred to below).

In the method finally adopted, an attempt was made to contact all successful secondary PGCE students who trained on the OU PGCE programme between 1994 and 2000. Telephone contacts and/or postal addresses were available for 2358 trainees who were domiciled in England when studying for their PGCE, however, few of these had been updated, and it was recognised that, especially for those qualifying from earlier cohorts, contact information would no longer be correct. Attempts were made to contact all of these trainees, initially through a telephone survey. 803 telephone interviews were achieved representing 35% of trainees. (refusal rate??),

The telephone survey was followed by despatch of the same questions by postal questionnaire to around 650 RQTs: those who had not been reached by telephone and those for whom no telephone contact information was available. This was in order to achieve the aim of 1000 records. Overall, 1078 responses were received, representing a final overall response rate of 46%. It was intended that this data would enable comparison between OU primary and secondary trainees. It was further anticipated that, as RTQs across six cohorts were contacted, the survey would provide data on retention, promotion and career progression in addition to data on entry to employment.

In respect of providing information about mature entrants, this OU group represents a considerable sample, since 97% of secondary students successfully completing the PGCE course between 1995 and 2000 were aged 25 or over. However, the unusual part-time, distance learning nature of the programme means that, as for the OU primary survey, the extent to which findings can be generalised is unclear.

In order to obtain a comparative sample, a number of training institutions were contacted to explain the project and request their help in despatching questionnaires. The initial intention was to provide a group that were approximately representative of the national cohort of postgraduate trainees. However, given the need to enlist the help of providers in the project, the sample chosen was selected for pragmatic reasons, and was, to a large extent, a convenience / opportunity sample: details of how the sample was selected are given below. The sample used was further constrained by the extent to which selected training providers were willing to participate. This seriously impacts on the extent to which the sample can be deemed to be representative of a wider population of RQTs and, indeed, of which wider population(s) it might be considered to be representative (cf Gorard 2006, p.37).

#### say more about this type of sample

In designing the sample, it was decided to restrict the secondary teaching subjects of the sample to a limited range of eight subjects: this would support analysis of the data by subject by ensuring a relatively high proportion (and therefore number) of respondents in each subject, and enable direct comparison with the subject range in the OU sample. It was recognised that restricting the subject range would reduce the validity of any claims of representativeness in relation to the entire population of RQTs, as there might be further differences accounted for by the choice of other training subjects, but it was considered to be more important to avoid a situation in which inclusion of a very broad range of subjects could reduce the numbers in cross-tab cells to very low levels, reducing the significance that could be accorded to any subject differences.

Providers were asked to contact RQTs who trained to teach in the selected subject areas (Design & Technology, English, Geography, History, Mathematics, Modern

Foreign Languages, Music and Science). TDA profiles data was used to identify providers with large cohorts in these subject areas, and thus to identify a group of providers whose subject provision would enable an overall sample with an adequate distribution between subject areas. The focus on providers with large trainee numbers was intended to minimise the number of providers it was required to contact, and consequently the complexity of the exercise.

An initial list of 28 providers was prepared including around 3600 RQTs across the eight subjects, based on TDA profiles data for 1998 completers: it was hoped that attempting to contact around 3.5k RQTs would enable an achieved sample of around a thousand. The providers selected covered a wide geographical range, and included a range of HEIs as well as SCITT provision. Providers were contacted by letter to seek their support. It was agreed that the anonymised data sets for their own RQTs, resulting from the survey, would be made available to all participating providers, subject to a minimum number of responses received. In requesting the participation of other providers a number of difficulties were encountered, similar to those described by Constable et al (2001). Eventually, agreement to participate was secured from 13 providers, who provided details of the number of questionnaires they would need for despatch to the relevant RQTs, see Table 3.1. This significantly reduced the potential sample size, as only xxxxxx questionnaires were despatched to institutions. The option of attempting to recruit additional providers was dismissed because of time constraints for completion of the survey. The potential size of the sample was further reduced by one provider failing to despatch the questionnaires.

**Table 3.1      Numbers of questionnaires despatched to each participating provider, and the number of responses received**

Institution	requested	responses	response rate
1	180	72	40%
2	24	5	21%
3	230	56	24%
4	170	29	17%
5	322	78	24%
6	500	135	27%
7	58	13	22%
8	140	34	24%
9	80	21	26%
10	140	43	31%
11	13	6	46%
12	questionnaires not despatched		
13	151	56	37%
Total	2008	548	27%

The achieved sample for this group was thus considerably smaller than intended, on account of the constraints of having to work through other providers. This experience informed the design of the subsequent studies, but continued to be a significant constraint.

The final achieved sample was also drawn entirely from HEIs: while claims could possibly be made that the sample was representative of HEI-trained RQTs, it would not be appropriate to claim that the sample represented RQTs across the sector. The age profile of the achieved sample is broadly similar to the profile of the national cohort of secondary postgraduate trainees, the small size and method of selection means that the sample is unlikely to be representative in respect of a number of other characteristics – subject having already been mentioned. Any generalisations drawn from this data are therefore to be treated with caution.



### **3.2.3 Exploration of non-entry to teaching 2003/4**

This study was a TTA commissioned study, and the data and report (Bird et al xxxxxx) are owned by the TDA. The quantitative work associated with that study was the work of the author, and findings from that study that relate to mature entry are quoted within this thesis, by permission of the TDA.

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The purpose of the study was to obtain both quantitative and qualitative data relating to those who qualify as teachers but do not enter teaching employment. This has particular relevance to a study of mature entry, especially in relation to the contentions discussed elsewhere in this thesis that mature NQTs experience difficulty in entering teaching employment. Throughout the design and analysis of the study, age was considered as an important factor.

While part of the study involved contacting RQTs through their training institutions, as described for the secondary survey, above, another approach was made available through the provision by the TDA of contact details from respondents to the TDA's annual NQT survey (see secondary analysis p.xxxx). In the 2003 NQT survey (of 2002 completers), for which around 10,000 responses were received, the TTA requested contact details of those willing to be approached for research purposes. For the purpose of exploring non-entry to teaching, the TTA made available to contact details provided by all those who stated that they were not in teaching employment at the point of survey. This provided an opportunity to explore both the characteristics of those not in teaching employment and also their reasons for not teaching.

The study adopted a number of methodological approaches, which are described below.

## **Review of available data**

TTA profiles data for 2001 and 2002 completers was used to identify the profile of those believed not to be in teaching employment, including age, gender, ethnicity, and phase and level of training, and the proportions seeking and not seeking employment in teaching. (This data is considered within the analysis of secondary data p.xxxxx).

## **Preliminary study**

A preliminary study focused on the accounts of 21 individuals, chosen to reflect a spectrum of characteristics in terms of gender, ethnicity, age, geographical region of training provider and secondary subject, who had stated that they were not in teaching employment in February after qualification. Telephone interviews with these individuals focused on the various areas for exploration and were used to inform the development of the survey instrument, which was a questionnaire was designed to contain coded response items, with a free response section at the end. The questionnaire is included as Appendix xxx of this report. Questionnaires were distributed to two groups of trainees:

### **a) *NQT Survey sample***

The intention was to contact all NQTs from the TTA NQT survey data who had not already been approached in the preliminary survey. The number proved much smaller than had originally been anticipated for three reasons:

- many of the e-mail addresses provided were no longer valid;
- a very low response to e-mail approaches;
- a large proportion of NQTs who, despite having indicated on the questionnaire that they had not been teaching at the point of survey, had entered teaching employment straight from qualification.

Initial contact with NQTs was made through e-mail or telephone in order to obtain postal addresses to which questionnaires were sent. Postal questionnaires were distributed to 98 individuals.

The initial data set from the NQT survey comprised 400 individuals who had agreed to be part of the research database, and who had answered a question stating that they were not employed in teaching at the point of survey. Initial contact was made with 175 of these 400 trainees. Of those contacted, 54 (31%) stated at that point that they had entered teaching straight after qualification and (apart from a few who had moved in and out of teaching employment and had not been employed at the point of survey) had been teaching ever since. Subsequently, questionnaire responses were received from further individuals who had taught ever since qualification. There is a problem with all surveys of this type in terms of reporting of supply teaching; however, in the case of the NQT survey, most of those stating that they had in fact been employed since qualification were in full-time posts. It is unclear why so many respondents incorrectly indicated that they were not teaching at the point of survey. This raises issues as to the reliability of NQT survey employment data.

A few of those contacted had stated that they were not teaching at the time of the NQT survey, having taken up teaching on a short-term contract in the September, but not being in teaching employment at the point of survey. At least one of these had left the profession after a brief, unhappy experience.

It is important to realise that the NQT data set used in the study may be atypical of the population of NQTs who do not enter teaching immediately from qualification. The NQT survey used the GTCE database in order to contact NQTs. In 2003 there was no provisional registration of trainee teachers with the GTCE (for a commentary on the GTCE database see p.xxx). Subsequent to qualification, registration with the GTCE was mandatory for those teaching in maintained schools; qualified teachers not in employment could choose whether they wished to register and, significantly, registration involved a £24 fee. It seems likely that, at that point, only those NQTs who

were teaching or who intended to enter teaching employment would have registered: therefore the group represented by the TTA NQT data is for this study was likely to contain a much higher proportion of those who firmly intended to enter teaching employment than would be the case for the national cohort of those who had recently qualified.

**b) HEI sample**

The original project brief was to identify a sample of ITT trainees who had qualified in 2001, who were not teaching at the time of the Employment status survey. 2002 completers were not used because of concerns relating to overlap with the NQT survey sample. After an initial consideration of the possible sample, it was decided to include those who qualified in 2000, in order to increase the sample size. The disadvantage this was that it was not clear to what extent HEIs would still have access to the data on these NQTs, and in particular that contact addresses were increasingly likely to be no longer current.

The sample was therefore selected using ESS data for those completing training in 2000 and 2001. As explained for the secondary survey, data protection considerations mean that the only appropriate way to contact the individuals involved is to ask individual training institutions to forward questionnaires to trainees' last known addresses. Given the, understandable, reluctance encountered in the secondary survey, in this study, in order to encourage participation, institutions were offered payment to cover the administrative costs involved.

ESS data (see p.xxx) lists, for each training institution, the number and percentage of trainees in each of the following groups:

- in a teaching post, maintained school or college;
- seeking a teaching post;

- not seeking a teaching post;
- in a teaching post, not a maintained school or college;
- in a teaching post, not known whether the school or college is in the maintained sector;
- not applicable/not known.

In order to derive the sample, institutions were ranked on the basis of the number of trainees who were known not to be in teaching, i.e. those who were recorded as seeking or as not seeking a teaching post, aggregated across phase and level of training, and across 2000 and 2001. The main reasons for this choice (rather than selecting all those who were not known to be teaching, and so including those in the not applicable/not known group) were that:

- those for whom a 'don't know/not applicable' result is recorded are those who have already failed to reply to the employment status survey, and are unlikely to reply to this one;
- the 'don't know/not applicable' category may also contain a substantial percentage who are in teaching employment.

Only the largest providers had significant numbers of trainees not in teaching, and given the difficulties of contacting HEIs to seek their assistance in questionnaire distribution the intention was to contact the minimum number of institutions needed to ensure a reasonable sample size, while recognising that the sample might then contain a disproportionate number of NQTs who trained through very large providers or those whose trainees were, for geographical or other reasons, least likely to enter teaching employment.

The twenty institutions with the highest number of non-teaching trainees were therefore approached. ESS records indicated that this should correspond to 978 individuals. Where an institution was unable to participate, the next institution in the rank order was approached. Many institutions proved extremely difficult to contact, and alternatives

were also sought, until a point was reached at which the next ranked providers had only small numbers (<20) of non-teaching trainees. Some institutions, including a couple of large providers, were unable to access the necessary records. A number were willing to participate but had constraints as to when they could take part, notably because of Ofsted inspections. For this reason, the survey period was extended, in order to try to increase the number of individuals contacted. Eventually, it was only possible to arrange the despatch of 574 questionnaires, 59% of the anticipated number.

The sample thus omits those training through small providers. It is quite possible that provider size may impact on the extent to which trainees eventually enter the profession, and this is not taken into account in this sampling. This should be borne in mind in respect of conclusions drawn from the data collected.

In the secondary survey, only one attempt was made to contact RQTs by post. Given that reminders (quote here) can appreciably increase overall response rate, it was decided to issue providers with a second set of questionnaire packs to distribute as reminders. Providers were encouraged, if they held multiple contact addresses (eg student's address + parents' contact address) to mail reminders to the alternative address, in order to maximise the chance of contacting individuals who might have changed address.

### **Responses received**

A total of 166 responses were received. Of these responses, 69 were received from respondents to the TTA NQT survey, representing a 70% response from those to whom questionnaires were sent.



98 responses were received from the HEI sample. As the actual number of questionnaires despatched is thought to be 574<sup>5</sup>: this represents a response rate of only 17%.

For reasons already rehearsed, the NQT survey sample is likely to be unrepresentative of the whole population of those who qualify and do not immediately enter teaching, being skewed by having a larger proportion of individuals who still intend to enter teaching employment. For this reason, for certain questions, data for the 97 individuals from the other HEIs was analysed separately to the NQT survey data, and differences noted.

Add notes about interviews etc., p.103

### **3.2.4 Research on the Graduate Teacher Programme**

The final empirical study reported here was a survey, carried out in the spring of 2005, of Graduate Teacher Programme (GTP) trainees who completed their training between 2001 and 2004. The aim of the research was to investigate their views on their training experience and their movement from training into employment. Age was included as a factor in the analysis of this survey, and findings from the data collected are discussed here. This was collaborative research between the author and Robert Foster (see Bird and Foster 2005), but the quantitative analysis reported in that paper and additional analysis of the data reported here were the responsibility of the author. A subsequent more qualitative analysis was largely undertaken by Foster (Foster and Bird xxxx).

The research involved the use of a postal questionnaire which was sent to approximately 1900 trainees who had recently gained Qualified Teacher Status (QTS) after training on the GTP. The trainees were drawn from 13 Graduate Teacher

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<sup>5</sup> yet to be confirmed by participating institutions



Programmes across England. In each case, the Designated Recommending Body (DRB) was asked to forward questionnaires to all trainees who gained QTS in the years 2002–2004. The total number of responses received was 737, which represents a response rate of approximately 40%. The questionnaire consisted of coded response items with a final open response item in which respondents could supply additional information.

As in the other studies reported here, the research wished to gain an indication of the extent to which trainees moved in to teaching employment, meaning that it was necessary to contact those who had not entered teaching employment as well as those who had. As for the other studies, this requirement, together with data protection considerations meant that the only appropriate way to contact the individuals involved was to ask the training providers, (in this case DRBs) to forward questionnaires to trainees' last known addresses, with the constraints already alluded to. As in previous studies, the approach adopted was to contact the minimum number of DRBs needed to ensure a reasonable sample size, while recognising that the sample would then contain a disproportionate number of recently qualified teachers (RQTs) who trained through large providers. Thus, while some attempt was made to select a sample that was broadly representative by aiming to achieve a regional spread, it is not possible to claim that the sample achieved was truly representative. It is quite possible that provider size may impact both on training and on the extent to which trainees eventually enter the profession and this is not taken into account in this sampling. This should be borne in mind in respect of conclusions drawn from the data collected.

The sample used in this survey was, perhaps to an even greater extent than in the previous studies, one of opportunity, in that the first DRBs selected were chosen because they were organisations with which the researchers had some personal contact – these were approached as being those most likely to agree to participate.

Once these DRBs had been chosen, information about DRBs provided on the TTA website was used to select further, usually relatively large, DRBs in such a way that those approached represented approximately equal numbers of trainees from each of the DfES geographical regions.

More about the sample?

Some kind of sentence to conclude the chapter?

# **Chapter 4 Interest in and applications to courses of initial teacher training**

## **4.1 Summary**

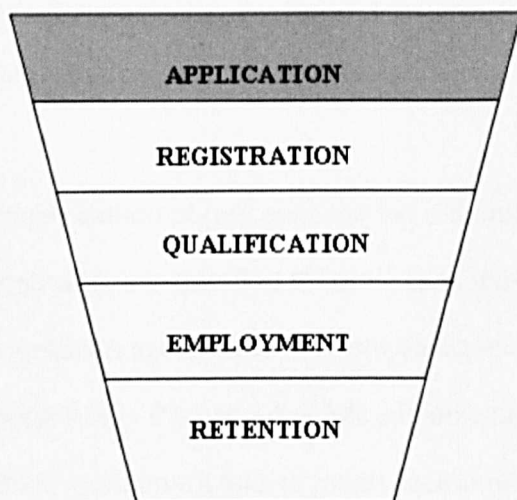
This chapter provides an analysis, by age, of data that relate to those applying for teacher training places, focusing in particular on year on year analysis and any emerging trends.

- Available national data does not include all training routes, and therefore fails to present a full picture.
- Analysis of GTTR data on Postgraduate Applications shows that:
  - Total applications increase to a peak in 2005 and then rise again to a higher level in 2009
  - In the last 16 years, there has been an increase in the proportion of applicants in the oldest (>40 age range)
  - Otherwise, the proportions falling into each age group have remained roughly similar across the period, with the exception of noticeable differences in 2001–2003 and in 2009
  - Applications from the youngest group reached a very high peak in 2003
  - Comparison of percentage figures for gender and maturity show no clear correlation
- Teach First Applications have increased significantly since the start of the programme in 2002, and are likely to be predominantly from young applicants.
- There is no central record of GTP applicants. Most DRBs are heavily over-subscribed, so the total number of applicants may be very high, and might significantly impact on the overall applicant age distribution.
- Analysis of UCAS data on undergraduate applications since 2002 shows that:
  - Applications rise to an interim peak in 2005, and then rise further each year after a dip in 2006. Some element of this increase may relate to changes in included courses.

- The pattern of total applications is largely that of the under 25 age group. Other applications are consistently low in number, and decrease slightly as a proportion over the time shown.
- TDA Teaching Information Line data shows very large increases in enquiries from a low base in 1998. Much of this increase appears to be attributable to TDA marketing activity.
- Applications for PGCE courses show very large increases over the same period, with the increase in applications more marked for younger applicants during the first phase of TDA marketing
- During the second phase of TDA activity, which focused on career changers, the growth was in the numbers of mature applicants
- An attempt to combine known application figures is dominated by the much higher figures for postgraduate applications.

## 4.2 Introduction

**Figure 4.1**



[Comment in margin: To decide whether a section on motivation is needed here ... . It may be important to include information in relation motivation older trainees – though this could come in the literature review OR as a chapter before this one].

This chapter provides an analysis by age of data that relate to those applying for training places, focusing in particular on year on year analysis and any emerging

trends. All analysis included here is of secondary data. National data on applications available from the GTTR and UCAS (see p.xxx and p.xxx) provide comprehensive and high quality data in relation to applications for PGCE and undergraduate routes, respectively. No such central data is available for EBITT and SCITT places.

Applications data might be considered to be the best proxy for the level of interest in teaching as a career, and hence of the success of successive marketing campaigns in attracting possible candidates to a teaching career. [Comment in margin: To add TDA teaching information line and marketing report information]. However, the lack of available data for the full range of training routes means that any commentary in relation to interest in teaching will necessarily fail to present a full picture, as those applying for employment based and some other routes (eg SCITT, Open University) are not included. In considering mature entry, given the extent to which GTP programmes are attractive to mature entrants and are frequently oversubscribed, this is a serious omission, and the full extent of mature interest across all training routes can only be estimated.

Consideration of raw applications data also fails to indicate the extent to which these applicants are qualified for entry to teacher training. The translation in numbers from application to registration might be considered to give an indication of the extent to which this is the case, but this will only be approximately true for years and subjects in which recruitment fails to reach recruitment targets. The picture is more complex where places are oversubscribed; though such a position is clearly desirable in respect of the ability to select the strongest applicants (note, whether or not this equates to those with the highest qualifications is a strongly contested position, and is not debated here – but see, for example refs. A COI (2009) report on payback from marketing asserts that ‘the quality of teachers also improved’ because of the increase in applications attributed to the TDA marketing campaigns. The report states that, ‘by doubling the number of

applications for teacher training, the campaign raised the ratio of applications to places, from 1 to 1 in 1997 to 1 to 7 in 2005, enabling training providers to pick the best candidates'. While this is likely to be true to some extent, the raw numbers fail to provide evidence of the quality of the applicants, and the ratio quoted does not apply to all subjects.

The translation from application to registration is discussed in detail in Chapter 4 section xxx.

### 4.3 Postgraduate applications (GTTR)

Data presented in this section are drawn from GTTR records, for more details about the GTTR data and for caveats in relation to its interpretation see page xxx. The series of charts (below) explores the year on year variation of the numbers of applicants to the GTTR for postgraduate teacher training places. Data are for the years 1993–2009, and the reported age data has been aggregated in a number of ways. Most charts show the data in 4 (unequal) age groups: under 25, 25–30, 31–40 and over 40 years old.

**Figure 4.2     The numbers of applications year on year for the four age groups**

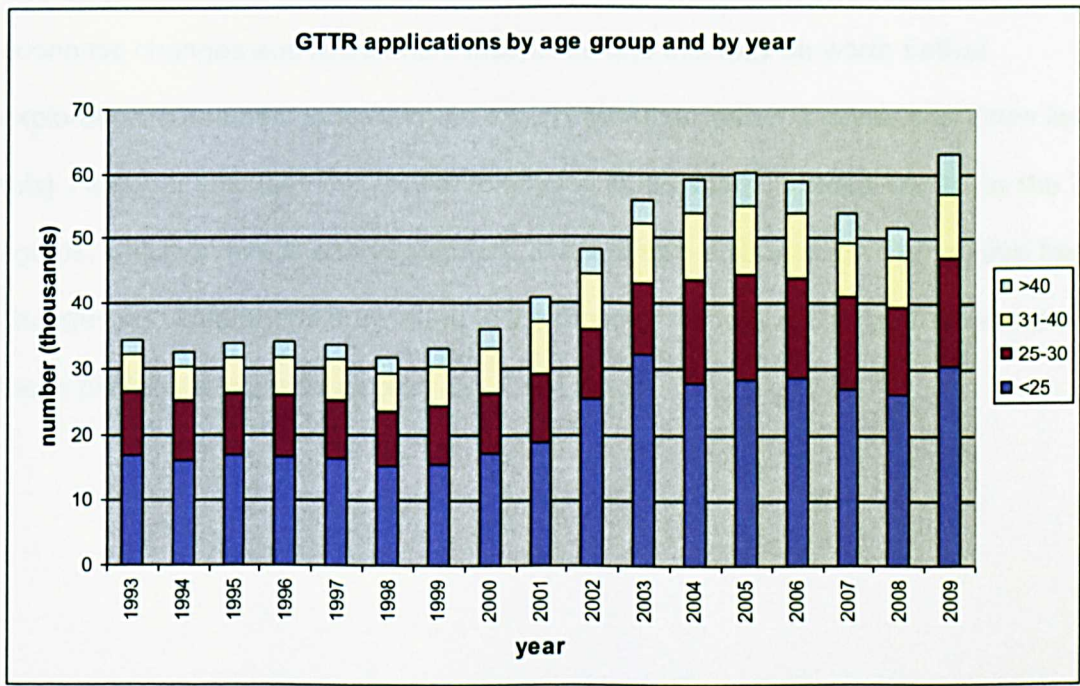
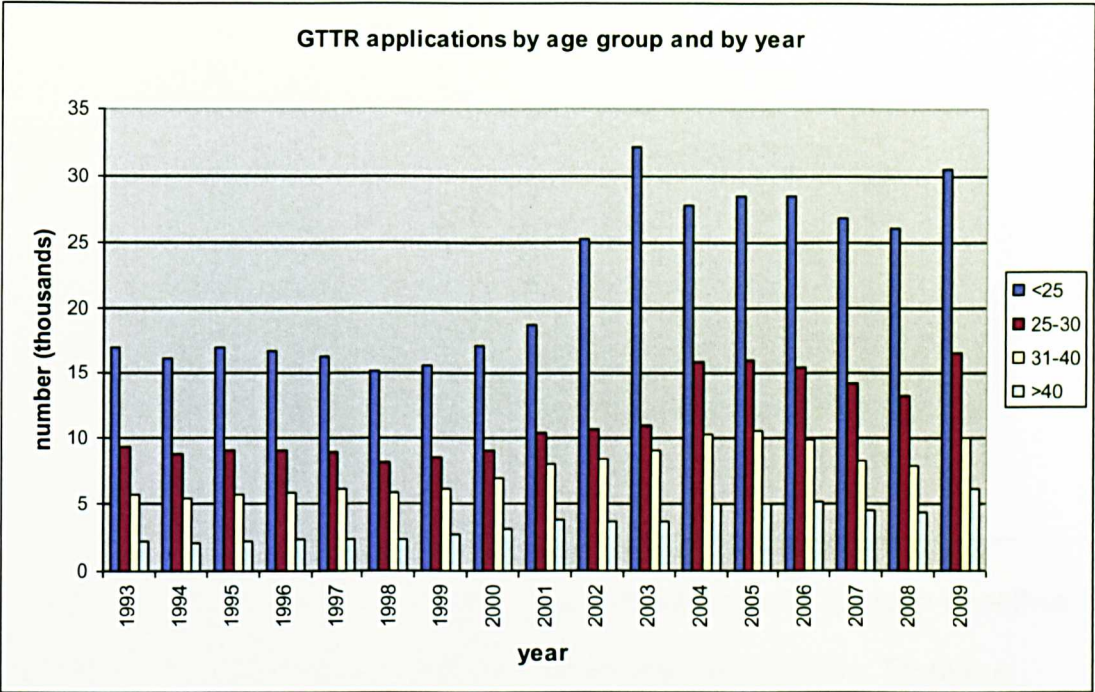




Figure 4.2 shows an increase in applications up to a peak in 2005, followed by a gradual decline with a rapid increase to a record level in 2009, with applications showing an increase of xxx % over the 2008 figure. An increase in applications in 2009 is consistent with research that has shown clear links between fluctuations in application numbers and the state of the economy (see, for example, Dalton xxxxx although these links have been contested, see Gorard xxxxx). The very significant increase in applications in 2009 lends credence to the link between high teacher recruitment and poor national economic performance. Reasons for the significant fluctuations in the number of applications are explored further below (xxxx) [Comment in margin: to add].

Figure 4.3, below, provides an alternative representation of application numbers by age band, and gives a clear indication of a similar pattern of application data for each age group. The exception to this is the very large peak in applications among the youngest age group in 2003 which is not mirrored by the other age groups – in each of the older groups, the large increase occurs between 2003 and 2004, seeming to lag the increase among the under 25s. It is interesting to conjecture that movements in application activity among older applicants might take longer to respond to changing contexts – eg economic changes and recruitment incentives and this may be worth further exploration. [Comment in margin: To explore whether further analysis can throw light in this]. However this does not appear to any lag in the sharp increase shown by the 2009 figures, which occurs in each age band. There is also a suggestion (below) that these changes and differences may relate to the focus of marketing efforts. The reasons for these peaks are explored xxxxx.

**Figure 4.3** GTTR applications by age group and by year



In order to focus on the differences between younger and mature applicants Figures 4.4 and 4.5 below each divide the applicants into two age groups, showing young (under 25 years) and mature (25 and above) applicants, year on year and two groups around a 30 year boundary – taking over 30 years to represent ‘mature’.

**Figure 4.4**

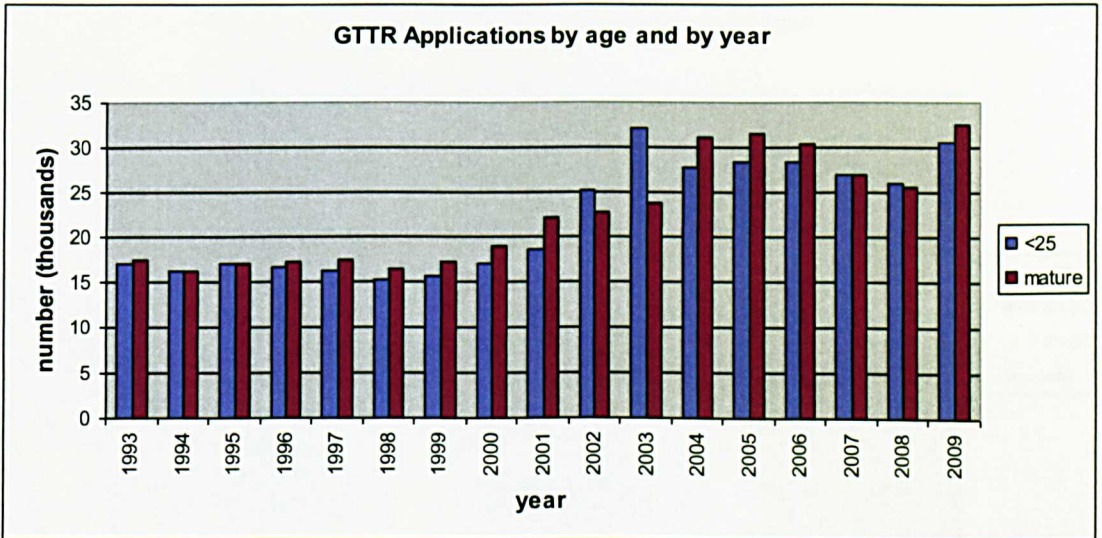
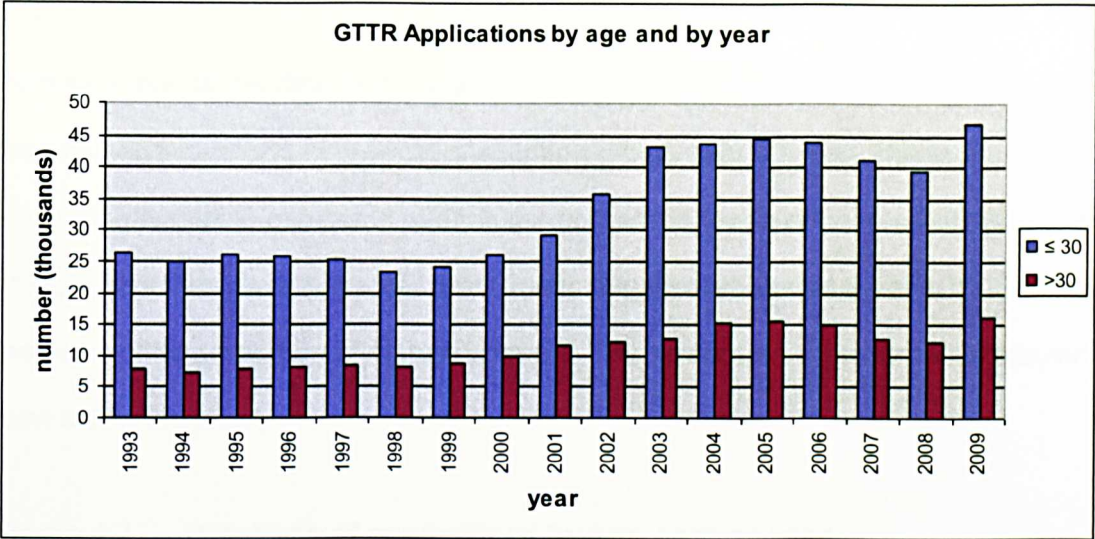


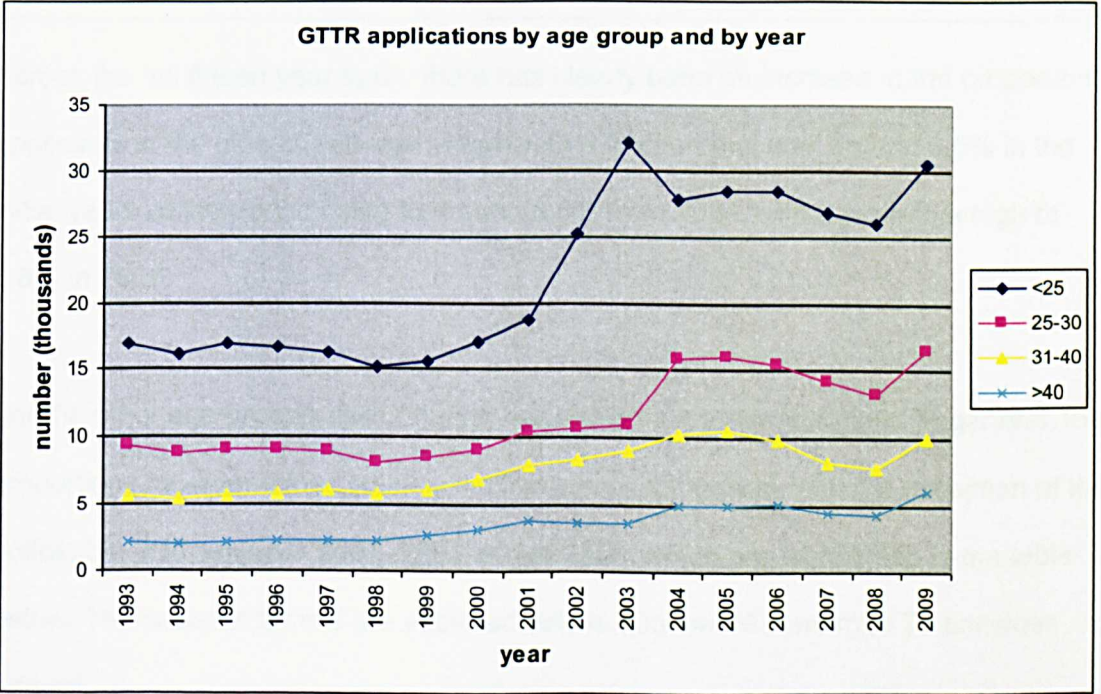
Figure 4.5



In this case, the two curves are similar – but combining the 25-30 group smoothes the ‘young’ curve, hiding the sharp peak in 2003 among the under 25s. There is a suggestion here that it is only this youngest group that differs from the overall pattern.

Patterns of application are perhaps most closely shown by representing the data by a line graph, as shown in Figure 4.6 below:

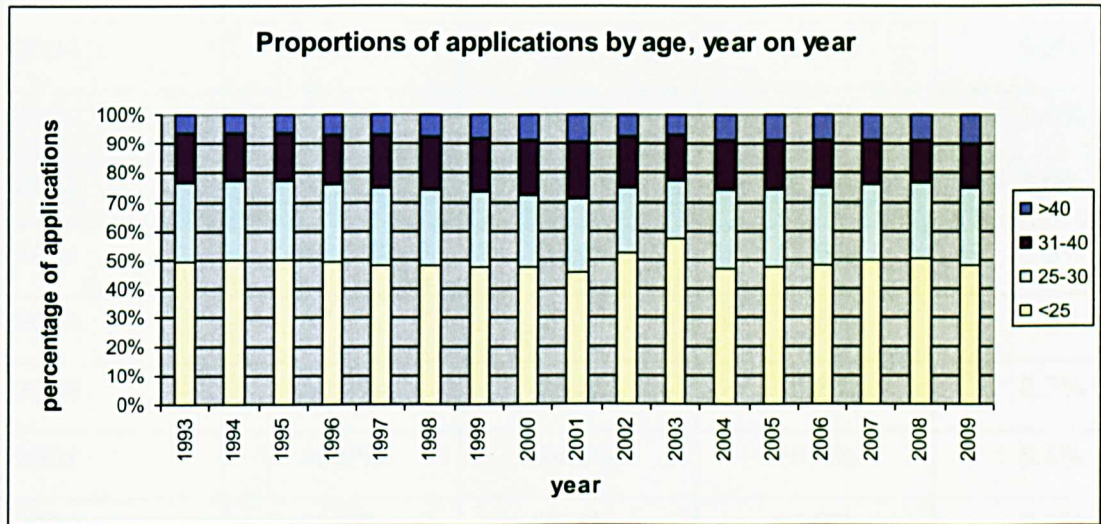
Figure 4.6





Of particular interest in the light of policy aims to increase the pool of mature applicants is a consideration of the relative proportions of applicants within each age band. The representation of the data in the chart (Figure 4.7) and table (Table 4.1), below, shows the relative proportions of applications by age group, year on year. This is an interesting aspect to explore in relation the contention (see xxx papers – BBC reports) of significant increases in mature entry – with the implication that there is a significant increase in the proportion of mature entrants. The same data is presented in tabular form below the chart.

**Figure 4.7      Proptions of applications by age, year on year**



Across the full fifteen year span, there has clearly been an increase in the proportion of applicants in the oldest (>40 age range) with a fraction that was around 6.5% in the initial years of the period rising to around 8.5% from 2004, with a jump to a high of 9.8% in 2009.

For the other age groups, the variation has shown a less clear pattern. In general, the proportions have remained roughly similar across the period, with the exception of the noticeable differences in 2001–2003 and in 2009, which are highlighted in the table below. The reasons for this are explored below. [Comment in margin: To consider further].

**Table 4.1**

<b>Applications by age group</b>	<b>&lt;25</b>	<b>25-30</b>	<b>31-40</b>	<b>&gt;40</b>
1993	49.5%	27.3%	16.8%	6.5%
1994	49.9%	27.2%	16.6%	6.3%
1995	50.0%	26.9%	16.8%	6.3%
1996	49.1%	26.9%	17.1%	6.9%
1997	48.3%	26.6%	18.1%	7.0%
1998	47.9%	25.9%	18.7%	7.5%
1999	47.5%	25.9%	18.6%	8.1%
2000	47.3%	25.1%	19.0%	8.6%
2001	45.7%	25.6%	19.4%	9.3%
2002	52.6%	22.2%	17.6%	7.6%
2003	57.5%	19.7%	16.2%	6.6%
2004	47.0%	27.0%	17.5%	8.5%
2005	47.3%	26.7%	17.6%	8.5%
2006	48.4%	26.2%	16.7%	8.7%
2007	49.9%	26.3%	15.4%	8.4%
2008	50.6%	25.8%	15.2%	8.5%
2009	48.3%	26.1%	15.8%	9.8%

For all other years, the proportions of those aged thirty and under show relatively little variation, so that the overall the proportion of 'mature' (25 and over or over 30) entrants appears to be fairly consistent. Within the 'over 30' band, there appears, across the time being considered, to have been a shift towards the oldest (over 40) age group.

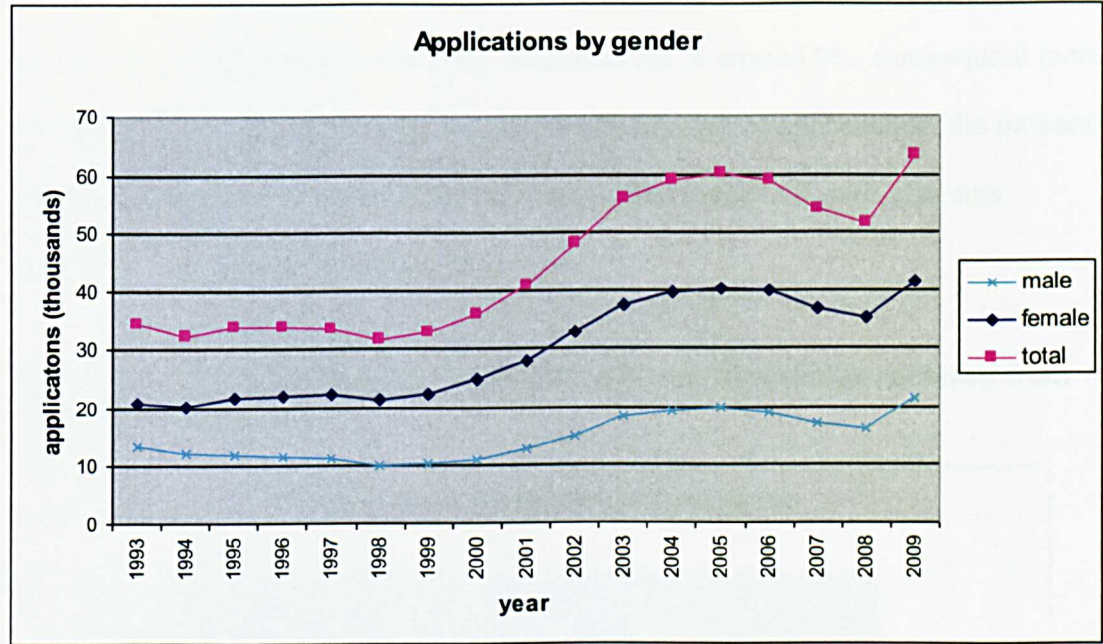
Of particular interest is the marked increase in the proportion of applicants in this oldest group in 2009 – this almost certainly relates to the economic downturn, and to



employees seeking alternative employment in relation to actual or threatened redundancy.

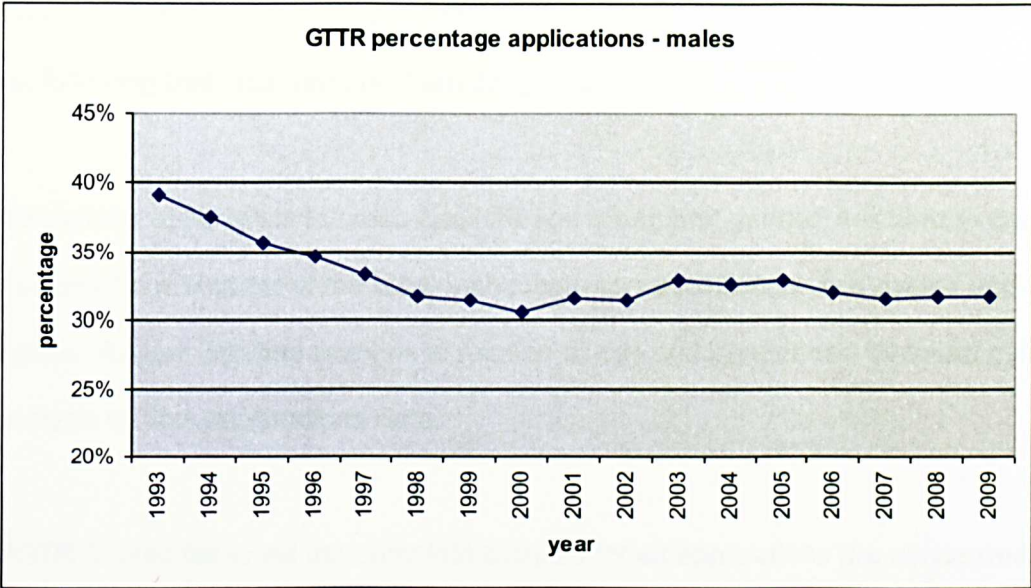
An examination of the application numbers by gender was carried out in order to see whether there was any change with time that warranted further investigation, see Figure 4.8. The publicly [Comment in margin: check] available data sets do not permit cross-tabulation by age and gender, so all of the analysis below applies to the sum of applications / acceptances for the given year [Comment in margin: Need to update this chart].

**Figure 4.8      Applications by gender**



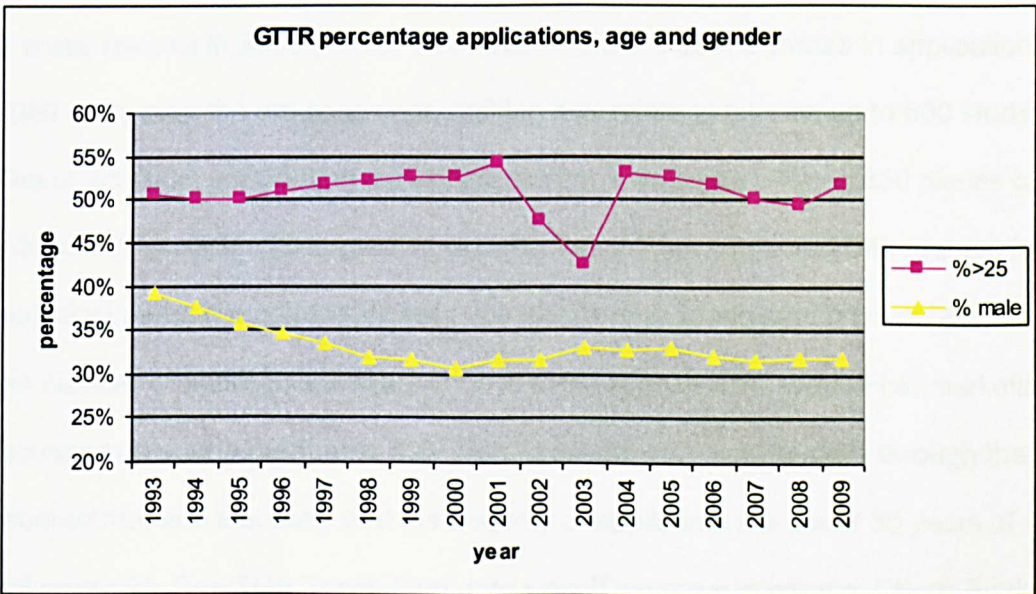
The number of applications from men is consistently much smaller than those from women. The two curves are basically similar in shape, but with some differences in the detail. Until the 2000 cohort, the number of male applicants shows a gradual decrease, while the overall number of applicants increases. Subsequent to 2000, as the numbers of applicants from both men and women increase, there is a much greater increase in the number of female applicants.

**Figure 4.9      Proportion of male applicants in each year**



In Figure 4.9, the first part of the chart shows a steady downwards trend in the percentage of applications from men, an overall fall of around 9%. Subsequent to this, and corresponding to the overall increase in the number of applications, the percentage increases slightly, to a peak in 2003–2005, and then levels off, with, perhaps surprisingly no difference in the 2009 cohort.

**Figure 4.10    % of applications from men with the percentage received from older (25+) applicants**





In Figure 4.10, there is no very clear correlation here. At the start of the time period that the proportion of male applicants fell as the proportion of older applicants increased, but following that, this trend is, if anything, slightly reversed.

Without the opportunity to cross-tabulate age group and gender, it is hard to draw any conclusions in respect of the relationship between age, gender and overall applications figures. A more detailed analysis in relation to age and gender can be found in the analysis of TDA registrations data.

GGTR figures fail to tell the complete story as far as applications are concerned. Other elements of teacher training provision may now account for significant numbers of applications outside the GTTR.

## **4.4 Other postgraduate applicants**

### **4.4.1 Teach First**

The Teach First Programme was established in 2002, recruiting 184 graduates to the first cohort in 2002/03. The Teach First Programme has expanded since then (see section xxxx for registrations data) and has received increasing numbers of applicants. A press release in 2009 (Teach First, 2009) noted a 93% increase in applications for 2009 entry over the previous year, making it possible to take on up to 600 students.

The charity was anticipating expanding so that it would be offering 850 places by 2013.

**While no information** [Comment in margin: Teach First contacted with request for statistics] about the conversion rate from application to registration is publicly available, the number of applicants is likely to be in three figures. The Teach First marketing is focussed on young graduates who wish to develop leadership skills through the programme, and it is likely that the majority of applicants are under 30 years of age, if not under 25. See TDA Teach First data xxxx [Comment in margin: Check Evaluation].

#### **4.4.2 Employment-based routes**

The other area in which application figures are unclear, as mentioned above, is in respect of employment based routes. Applications for Graduate Training Programme (GTP) places are made direct to the training provider (designated recommending body), and so a central record of application data is not available. Most DRBs describe their provision as heavily oversubscribed. With over 5000 GTP places filled each year (TDA data, see Table xxx), the total number of applicants must be considerably in excess of this, and will impact on the overall age profile of applications.

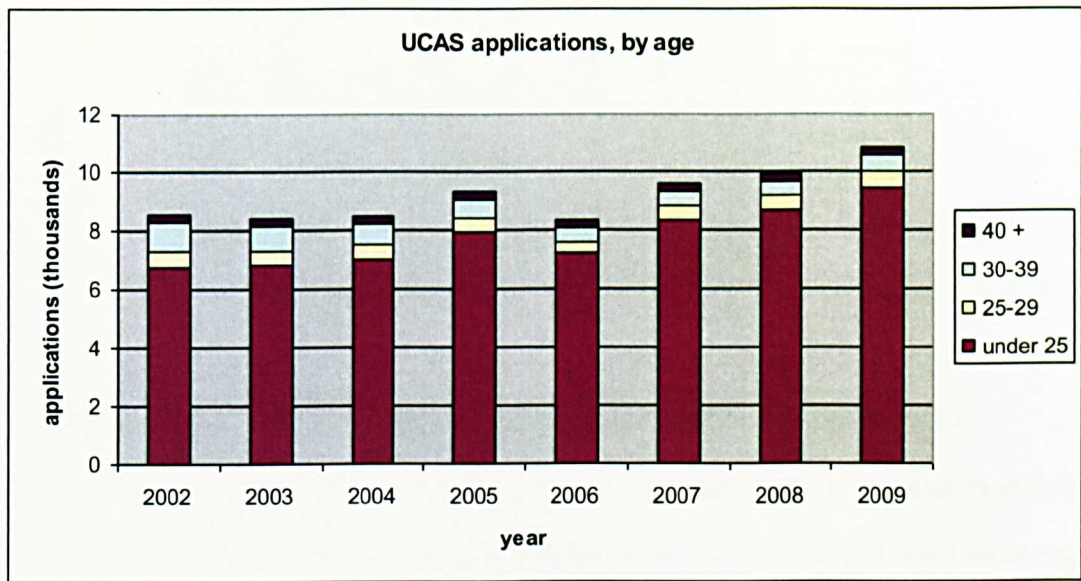
GTP registration data (see xxxx) show that only a relatively small (but increasing) proportion of GTP trainees are aged below 25 years. Even the most recent data show more than 40% of trainees to be aged 30 or older. Significant oversubscription of GTP routes, with many applicants, may mean that the applicant age profile for postgraduate training is not well represented by the GTTR data discussed above, which may be skewed to the lower end of the age range. There is, however, another caveat. Applicants for GTP courses are able to make concurrent applications to multiple GTP providers and also to the GTTR. It is not clear how many of the GTP applicants might be individuals who are already represented by the GTTR statistics.

Because of factors of the sorts indicated above, there is little overall clarity in respect to the age profile of graduate applicants to teacher training courses. It seems likely that GTP applications would increase the overall proportion of mature applicants beyond that represented by GTTR statistics. Teach First is likely to impact in the opposite direction. Both may include applicants also registered with the GTTR. For as long as there is no central registry used for all routes, the overall picture for the national applicant age profile will remain unclear.

## 4.5 Undergraduate applications

This section provides an analysis of UCAS data in relation to applications for undergraduate courses of initial teacher training. For more details in relation to the UCAS data and issues in its interpretation, see p.xxx.

**Figure 4.11** The numbers of applications by year from 2002 to 2009



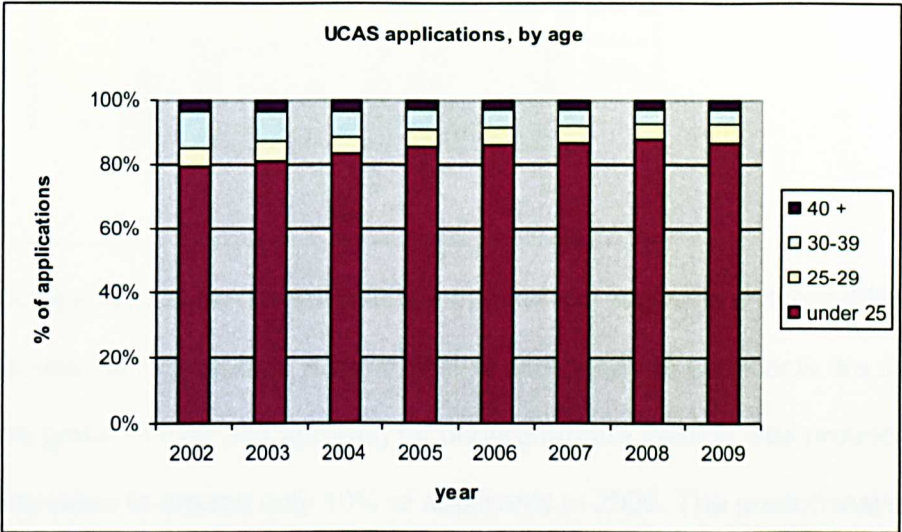
While the overall pattern has some similarities with those observed for postgraduate applications (see Figure 4.11), the rise in applications in 2007 and in 2008 is in contrast to falling numbers in those two years in the postgraduate sector.

However, there are certain caveats in the interpretation of the UCAS data in this context. Data from 2007 onwards includes those accepted (and presumably applying for) foundation degree courses. While acceptance data is disaggregated, applications data is not, so the UCAS applications trends may be skewed by foundation degree applicants. The number of acceptances to Foundation degree courses each recorded year is around 150, so the number of applicants is likely to be less than a thousand, but could still represent a significant part of the increase shown from 2007 onwards. In terms of the bigger picture, the overall application figure may still be the best indicator



of interest in undergraduate routes to QTS, and many of those taking foundation degrees (as teaching assistants) will intend to progress to RTP or other routes to QTS.

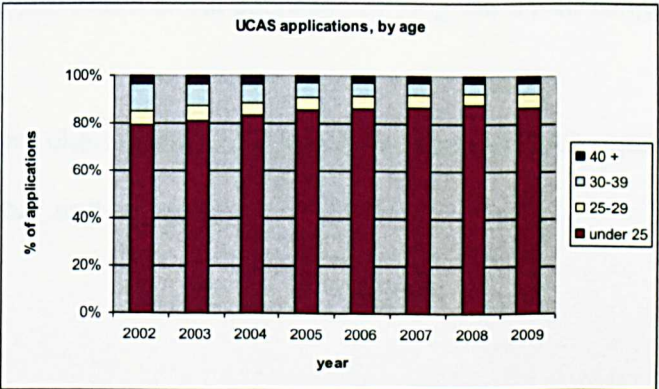
**Figure 4.12** The proportions of applicants in each age category and the extent and variation of the relative proportions of each age group



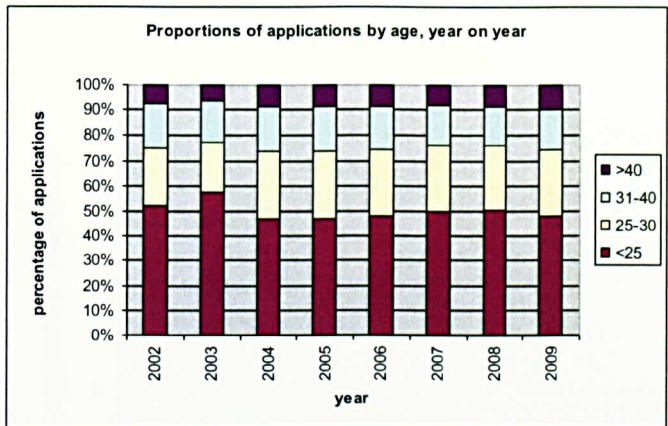
In Figure 4.12, most noticeable is the very high proportion of applicants for undergraduate courses who are aged under 25, with over 80% of applicants in this age band. Comparing this with the chart for postgraduate applications reveals what might, at first, appear to be very considerable differences with around 50% of GTTR applicants aged over 25. However, given that applicants for postgraduate courses must already have completed a first degree, it would be appropriate to regard those entering postgraduate training under the age of 30 to have some equivalence to undergraduate applicants up to the age of 25.

Charts for postgraduate and undergraduate applications over the same period are shown below in Figures 4.13 and 4.14.

**Figure 4.13** UCAS applications by age



**Figure 4.14 Proportions of applications by age, year on year**



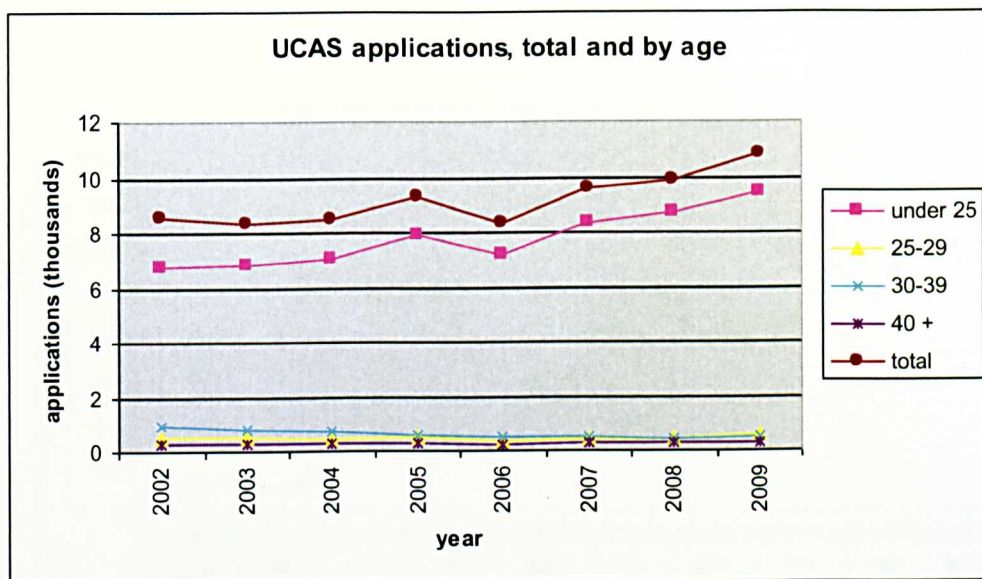
Comparing the two charts with this in mind still suggests a rather different picture across the two sectors. Around 25% of postgraduate applicants are aged over 30, but the group of over 25s applying for undergraduate training was around 20% in 2002 and has fallen to around only 10% of applicants in 2009. The predominance of primary training among undergraduate routes, may be responsible for a considerable difference between the different routes – this is explored in relation to registrations (see TDA data p.xxx).

The recent decrease in the proportion of older (aged over 25 applicants) shown by the UCAS chart, Figure 4.14, corresponds to an even more significant decrease in the proportion aged 30 and above. This latter decrease seems to be mainly attributed to a decrease in the proportion of those in the 30-39 age range, with the fraction aged over 40 remaining consistent and very small. In the GTTR chart, Figure 4.7, there is no similar decrease in the proportion of those aged over 30, though, as noted above, within the 30+ age range, there is an increase in the proportion in the oldest (40+) group and a small decrease among the 31-40 range.

The chart below, in Figure 4.15, shows UCAS undergraduate application patterns by year and by age.



**Figure 4.15 Applications by age group, year on year from 2002**



The chart shows clearly that the pattern of total applications is closely mirrored by those from the under 25 age group. Other applications are consistently low in number, and decrease over the time shown.

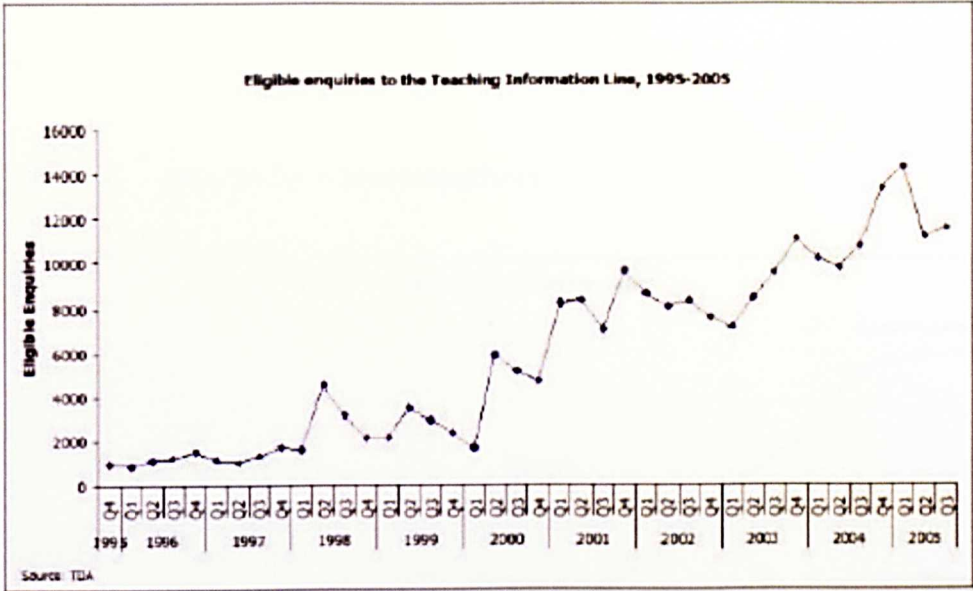
Should gender analysis be included here?

## 4.6 Other sources of application information

Other than GTTR and UCAS application figures, a key element in gauging the interest in teaching as a career has, of recent years, been the TDA's Teaching Information Line (TIL).

The COI (2009) case study of the TDA recruitment campaign includes information in relation to the numbers of TIL enquiries. Figure 4.16 below, reproduced from the report (page 73) shows the increase in the number of calls received from prospective teachers during the years 1998–2005, taken as a clear indicator of growth in interest in teaching as a career.

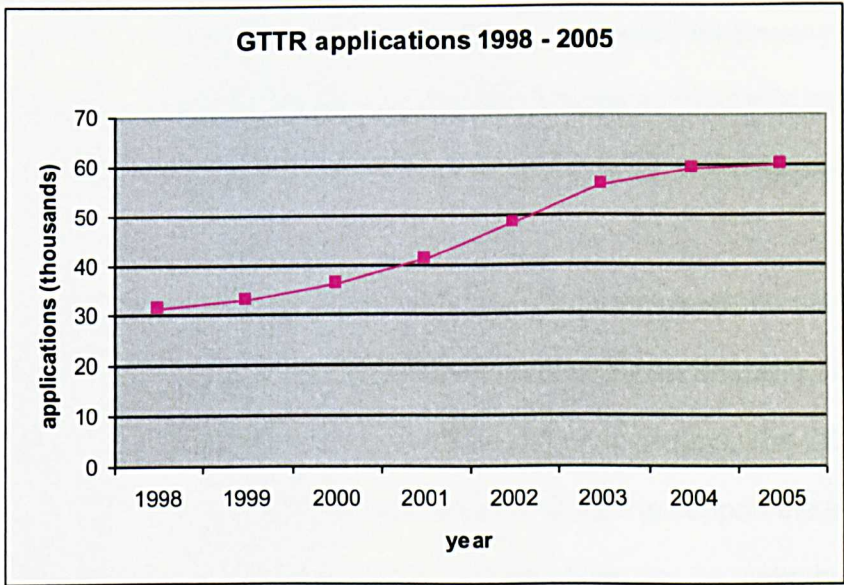
**Figure 4.16 Eligible enquiries to the Teaching Information Line 1995-2005**



The report notes that the number of PGCE applications doubled in the same period. .

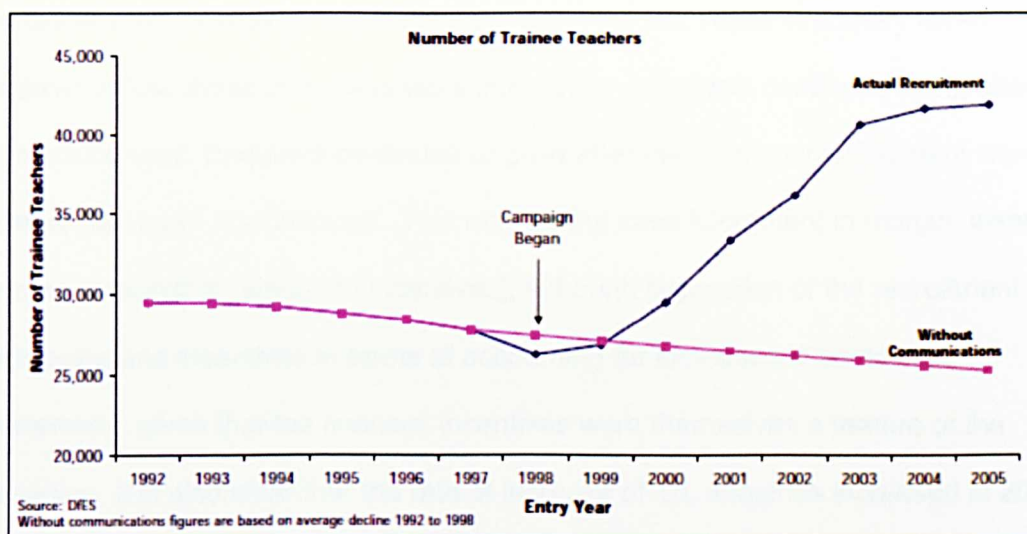
The chart in Figure 4.17 below, taken from GTTR data, shows the application numbers in that time period, and an increase from 30,000 to 60,000 applications.

**Figure 4.17 GTTR applications 1998-2005**



The COI analysis plots the increase in PGCE applications alongside a projected trend from the position before marketing began. This chart is reproduced in Figure 4.18 below (from COI, p.72).

**Figure 4.18 Number of trainee teachers**



The curve indicated by the 'without communications' line is, of course, a trend line (compare with the actual GTTR curve, p.xxx) and a projection of that line, and there is no certainty that this downwards trend would have continued (though the COI report suggests that their econometrics suggest that, on the contrary, the decline would have worsened (p.80)). But it is clear that there was, over the seven year period of the phase 1 and phase 2 campaigns, a significant increase in interest in teaching as a career, and a significant increase in the number of applications for PGCE courses.

#### What is less clear is the extent to which this increase can be attributed to the marketing campaign, what part was played by other incentives, and what was related to external influences, for example in the general economic context. The COI report addresses this issue by pointing (p.4) to five pieces of evidence to support the view that much of the increase in interest and therefore in applications can be attributed to the recruitment campaign.

What is less clear is the extent to which this increase can be attributed to the marketing campaign, what part was played by other incentives, and what was related to external influences, for example in the general economic context. The COI report addresses this issue by pointing (p.4) to five pieces of evidence to support the view that much of the increase in interest and therefore in applications can be attributed to the recruitment campaign.



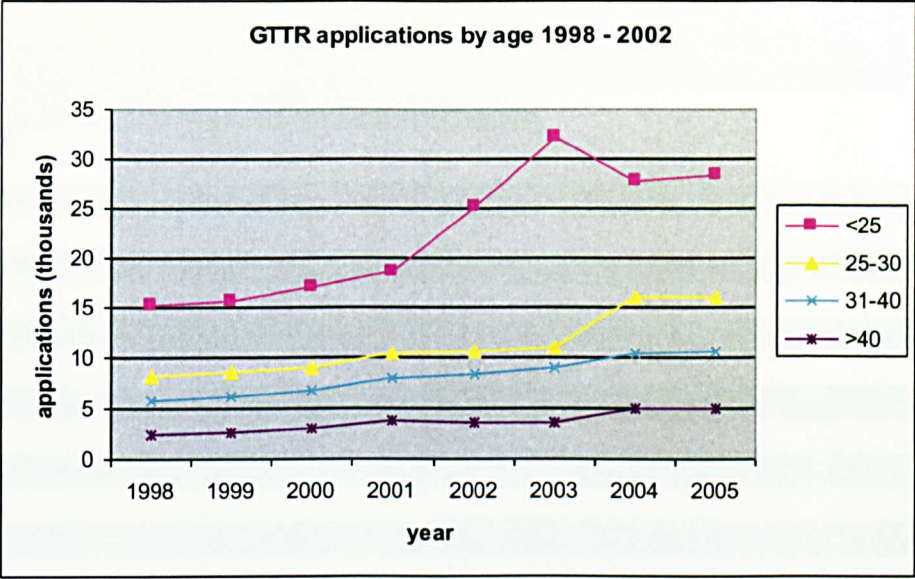
The report attempts to discount other factors which may have accounted for the increased number of applications, for example financial incentives (training bursary and golden hello, 2000) and the student loan replacement scheme (2002, discontinued 2004) [Comment in margin: check]. The report states that, 'evidence suggested that by themselves the incentives would not have done the job. Rises in enquiry levels occurred before these incentives were introduced and levels continued rising after they were announced. Enquiries continued to grow after the repayment of student loans scheme had been discontinued'. This may be the case [Comment in margin: insert text here on research in relation to incentives], although separation of the recruitment advertising and incentives in terms of accounting for increases is somewhat problematic, given that the financial incentives were themselves a feature of the marketing. It is also clear that the rate of increase of TIL enquiries increased in 2000, corresponding to the introduction of the training bursary.

One piece of evidence used to link increases in interest firmly to the recruitment campaign is that 'advertised subjects out-performed non-advertised subjects'. This is particularly impressive for maths, physics and chemistry given the small size of the pool of graduates and the numerous (more lucrative) options open to them'. In this respect, however, it may be pertinent to note that the advertised subjects were also those eligible for bursary payments – so again it may not be possible to separate entirely the responsible factors

The TDA recruitment campaign between 1998 and 2005 had two phases. The first phase, 1998–2002 (born to teach) focused on [Comment in margin: to add detail include illustration of posters if accessible?] ..., the second, 2003–2005 (change to teach) has as its focus

Given the different foci of the phase 1 and phase 2 campaigns, it is interesting to look again at the age breakdown of PGCE applicants between these dates, see Figure 4.19.

**Figure 4.19 GTTR applications by age 1998-2002**



A number of interesting observations arise from looking in some detail at this chart. It is clear that during the phase 1 recruitment campaign, there was an increase in applications from all age groups, but with the rise in applications showing a steep upwards trend only in the under 25 age group.

At the point in 2003 at which the phase 2 campaign started, with its focus on career change, the upwards trajectory for applications among the youngest age group reverses, with a decline in 2003. However, the upwards curve for all of the older groups becomes steeper at this point, with a very marked increase in the number of applicants aged between 25 and 30 and a considerable increase in the over 40 age group. It is tempting to attribute this change to the impact of the campaign on potential career changers. Howson's (ref xxxxx) distinction between career changers and career shifters (check) may be appropriate here, with those in the 25-30 age group falling into the latter category of those who have taken up an initial career after graduation, but may, within a few years, be finding that the career is not what they had hoped. Such

individuals might be those most likely to respond to a campaign of this sort, rather than those who have been established in other careers for significant lengths of time.

COI page 74 [ Comment in margin: move text]. Recent recruitment figures have continued to be much greater than those seen prior to the teacher campaigns. However, although total recruitment numbers have continued to be impressive when compared with pre 2000 figures, the rapid growth in total enquiries has now slowed and until this year has been in a slight decline.  
81

Since 2005, the objectives have changed from encouraging as many people as possible towards teaching, to gradually being more about recruiting higher quality candidates in specific priority subjects. Because spend is being restricted to smaller pool sizes for the individual priority subjects, there is a slight sacrifice made in recruiting total numbers. This presents a new and unique challenge in the area of measurement and evaluation, and further (but interesting) complications in the Payback calculations.(81, 82) [Comment in margin: Consider if any of this should be included.]

## 4.7 Commentary

One possible way of trying to look at the overall picture is to combine total applications for both undergraduate and postgraduate routes in any one year. The difference of the age groups in which the different data sets are recorded makes for some difficulty in this respect.

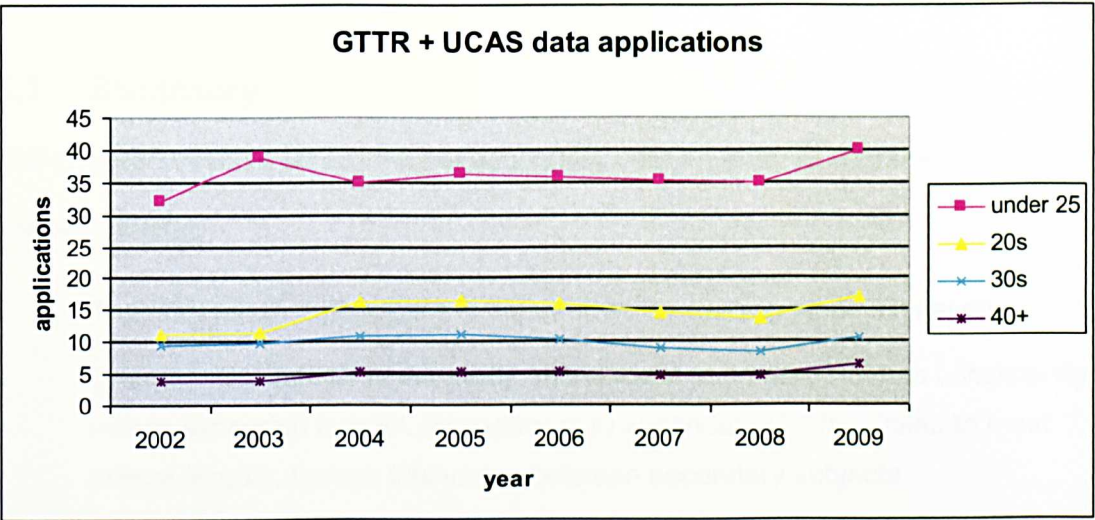
Table 4.2 below attempts an approximate synthesis, by combining the most similar age fields:

**Table 4.2**

GTTR	UCAS	age group
<25	under 25	under 25
25-30	25-29	20s
31-40	30-39	30s
>40	40 and above+	40+



**Figure 4.20 GTTR + UCAS data applications**



The resulting chart, Figure 4.20, is broadly similar to that for the GTTR data (see chart xxxx). This is because the total numbers represented by the different training routes are very different, with very many more postgraduate applicants (almost 74% GTTR applicants in 2009, as compared with under 11,000 UCAS applicants).

**To add** to this section, in light of literature section

## 5.2 Introduction

This chapter is the first of two chapters that form the body of the report. It introduces the research topic and the research objectives. The chapter also provides a brief overview of the research methodology and the data sources. The chapter is divided into two main sections: the first section discusses the research objectives and the second section discusses the research methodology.

# Chapter 5 Entry to initial teacher training

## 5.1 Summary

This chapter provides an analysis of secondary data on entry to courses of initial teacher training.

- The number of registrations is constrained by training place allocations
- Over the time period of the study, recruitment to primary ITT has consistently met or exceeded targets. Recruitment to secondary ITT has failed to meet overall targets, though this varies between secondary subjects.
- Analysis of Education Department data shows that:
- Analysis of GTTR data for postgraduate courses shows that:
  - While overall recruitment of mature entrants via the GTTR has increased, the proportions of acceptances within each age band have remained largely constant, the one exception to this being that there does appear, over the 15 years, to have been a very small, sustained, increase in the proportion of over 40 year old entrants
  - The exception to the above occurs for 2002 and 2003 entry, where there were proportionately more younger registrations.
  - Acceptances of those aged under 25 shown an increasing rate of growth from 1998 up to a peak in 2003. Figures rise again after 2007, though 2009 figures are still below the 2005 level [Comment in margin: though this relates to the available places?]
  - For all older age groups, there is a gradual upwards trend from 1993 to 2003, and a more marked up turn from 2003 to 2004. After a couple of years of high acceptance numbers, there is a gradual decrease, followed by a recovery in 2009.

## 5.2 Introduction

This chapter provides an analysis of secondary data on entry to courses of initial teacher training. A number of data sets are available: included within this chapter are data from the GTTR, UCAS and the TDA (see Chapter 3 for more information about these data sets).



Unlike applications, where the numbers reflect the numbers of those wishing to enter training, acceptance numbers are constrained by training place allocations, allotted to ITE providers by the TDA on the basis of Department (now the DfE) modelling of the needs of the teaching workforce. To some extent, then, we would expect the overall acceptances figures to reflect the number of available places – in fact this is simplistic, as the extent to which target allocations is met has varied considerably across the sixteen years being considered. [Comment in margin: To include DCSF data for targets and recruitment to target across the fifteen years ...] [To insert here – data on total allocations and recruitment against allocation].

The chapter also explores issues in relation to the ratio between application and acceptance figures, for sources where both data sets are available. It had been indicated above that high applicant to registered trainee ratios may be considered to be a proxy for the quality of the intake. In order to explore this further, an analysis of TDA data on entry qualifications is included, though questions regarding the use of entry qualifications as an indicator for teacher quality should not be dismissed. This is a significant issue in relation to current (at the time of writing) political rhetoric.

## **5.3 Education Department data on entry to teaching**

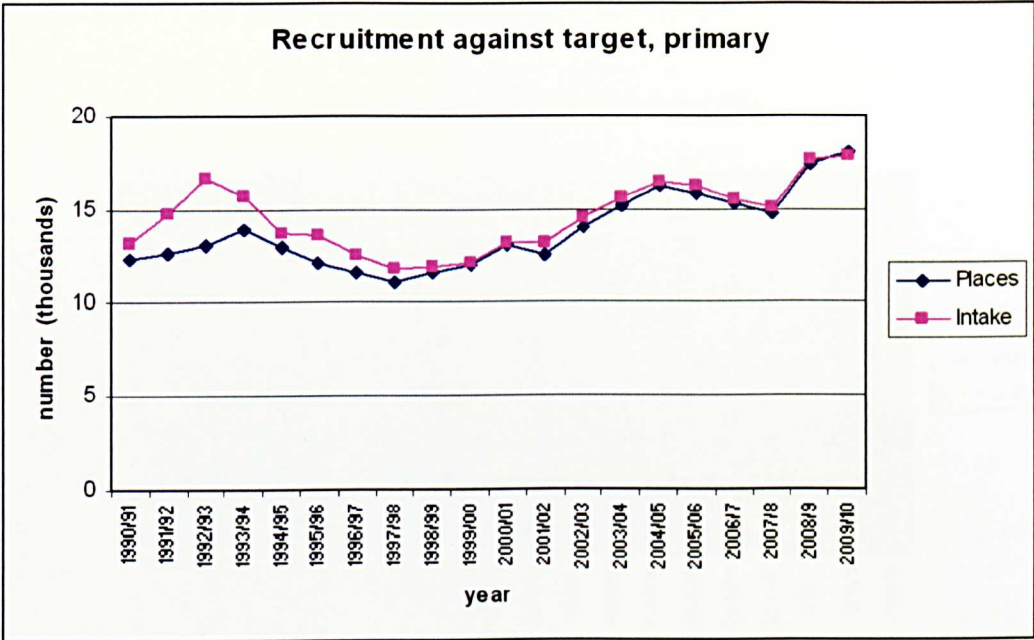
### **5.3.1 Recruitment to training against government targets**

Government Department modelling is used to set annual targets for recruitment to ITT, and these determine the allocation of training places to providers.

Figure 5.1 below, based on Education Department data (DCSF / BIS 2010a and 2010b, see xxxx for details), shows the numbers of allocated training places and recruitment against those targets across the time period 1990/91 to 2009/10. Charts below show this data by phase and by training type (undergraduate or postgraduate) [Comment in

margin: To revise analysis to break down by training route and compare to GTTR / UCAS data].

**Figure 5.1 Recruitment against target – primary**



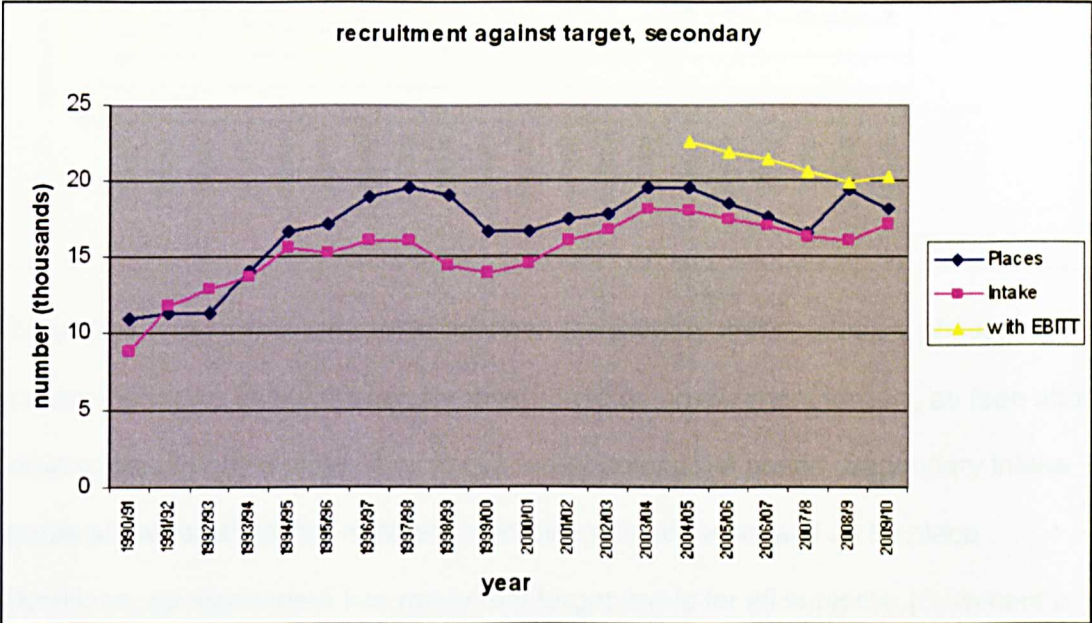
The data up to and including 2007/8 does not include targets for or recruitment to employment based training. The final two sets of data include employment based routes, which account for the much higher level of the figures for those two years. None of the data sets include Fast Track trainees.

For primary training, recruitment has been consistently above or at target. In this situation, increasing levels of applications may enable an increase in quality, assuming that those applying are suitable candidates for the training.

The equivalent chart for secondary training is shown below in Figure 5.2. As with the primary chart, the number of allocated places for the last two years include an EBITT allocation, the target data prior to that date are for standard provision only. The last two years are the only data to include EBITT places.

The continuous line for recruitment shown on this chart does not include employment based training for any of the years. An additional line on the chart shows the number recruited including employment-based routes but not Teach First from 2004/5 onwards.

**Figure 5.2 Recruitment against target – secondary**



Unlike the situation for primary training, with the exception of two years in the start of the period under consideration, and when targets were at a low level, secondary recruitment has failed to fill the number of allocated places.

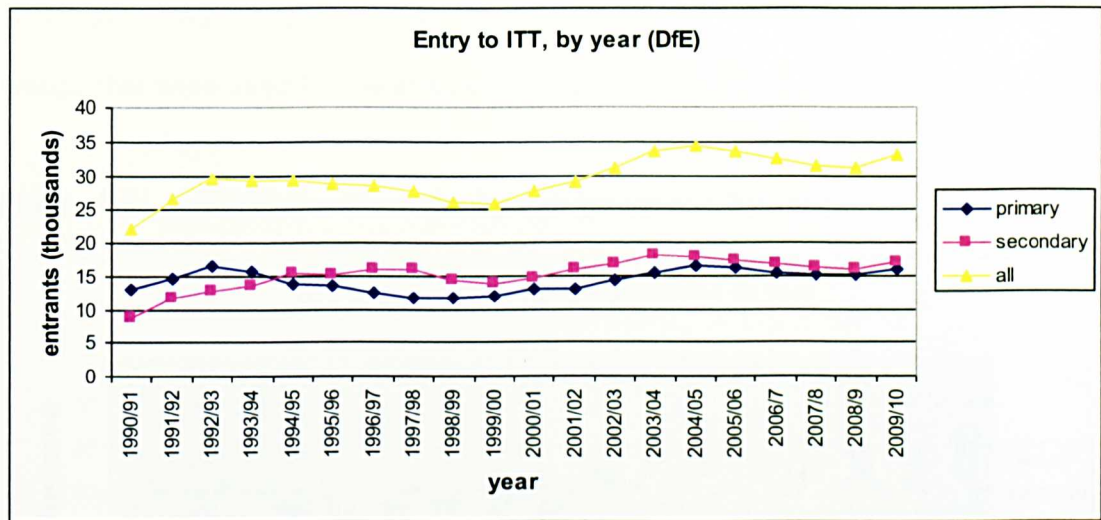
**5.3.2 Entry to ITT**

Department data provide figures for the numbers of entrants to initial training year by year. While there are some inconsistencies in what has been included in the data fields (see section xxx), the data nevertheless provide a coherent record of entry to mainstream ITT.

Figures for recruitment, by phase, across the period of this study, are shown in Figures 5.1 and 5.2 above. Combining data across the two phases shows the total recruitment to 'standard' ITT provision (excluding EBITT) by year, as shown in Figure 5.3 below.



**Figure 5.3      Entry to ITT, by year (DfE)**



The curves show some difference between the primary and secondary phases. For primary the intake levels are largely determined by government targets, as (see above) primary recruitment is close to or above target across the period. Secondary intake figures show variation that is determined by applications as well as by place allocations, as recruitment has rarely met target levels for all subjects. [Comment in margin: Re-do analysis to include data by training route ie undergraduate / postgraduate. Include some subject data as illustrative.]

Department data on entry to training is available by age of entrant in the annual publication:

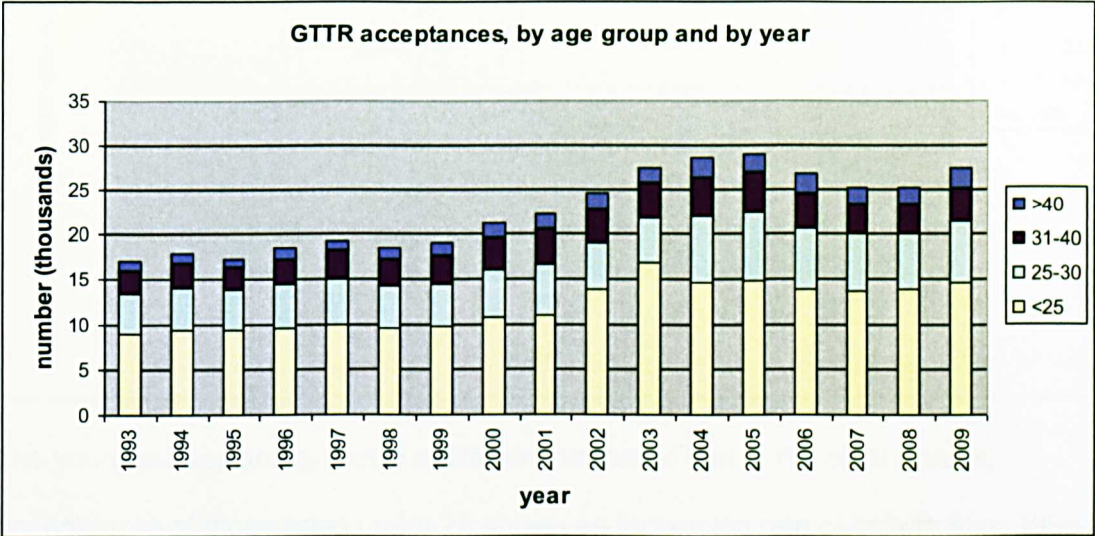
## **5.4 GTTR data: postgraduate courses**

### **5.4.1 Acceptances**

This section considers GTTR acceptances of applicants onto ITE courses. It explores trends in acceptance numbers, broken down by age, and compares the application data (see Chapter 4) with acceptance data.

Figure 5.4 below shows the numbers of student teachers who applied through the GTTR who were accepted for training in the years 1993–2009, by the same four age groups that were used for the analysis of applications data in section xxx.

**Figure 5.4 GTTR acceptances, by age group and by year**

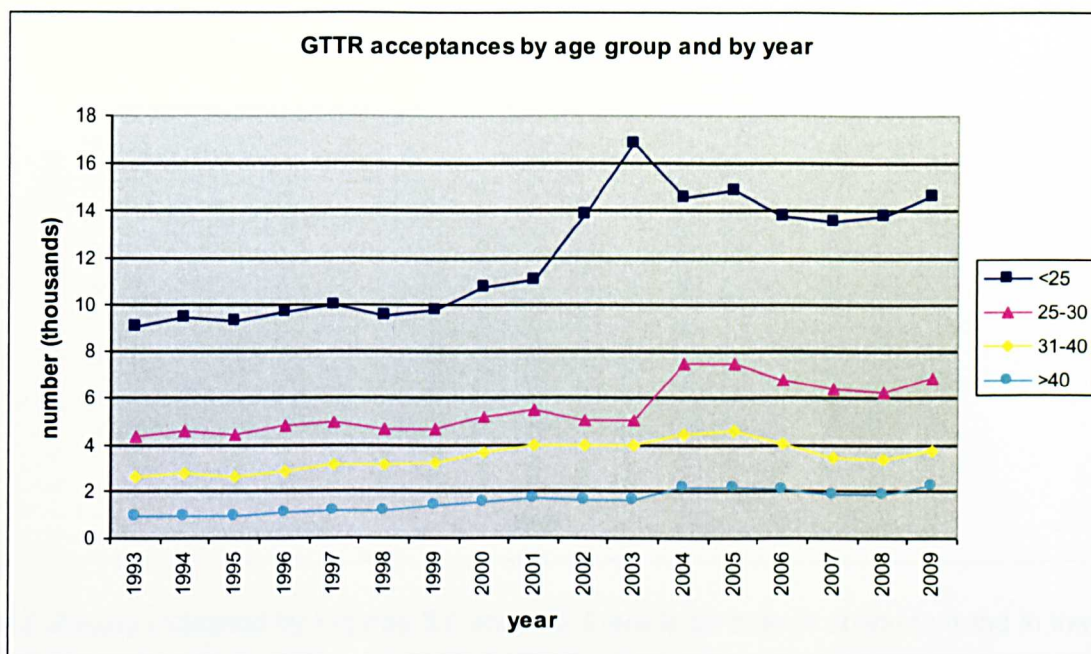


There is relatively little variation in either the total number of acceptances or the age distribution of those accepted between 1993 and 1999. Subsequent to 1998, there is a steady growth in the number of trainees, peaking in 2005. This time period (1998–2005) corresponds to the period of vigorous TDA marketing activity, which may account for much of the increase in recruitment (as discussed above, xxxxx). Numbers in 2007 and 2008 appear to level out, before an upturn in 2009, though not to 2005 levels.

From 2000 onwards, the growth in numbers occurs across all age bands. The chart below (Figure 5.5) shows a linear representation of the numbers of acceptances by year for each age band.



**Figure 5.5 GTTR acceptances, by age group and by year**



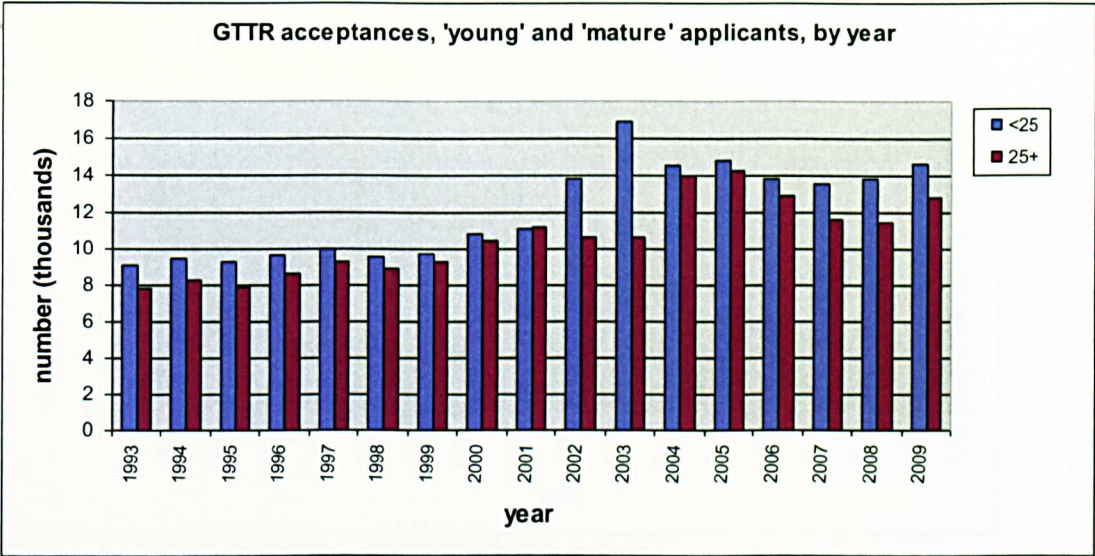
The youngest age group shows a different pattern to that of the older groups.

Acceptances of those aged under 25 shown an increasing rate of growth from 1998 up to a peak in 2003. Figures rise again after 2007, though 2009 figures are still below the 2005 level. [Comment in margin: though this relates to the available places?]

For all other age groups, there is a gradual upwards trend from 1993 to 2003, and, for all older groups, a more marked up turn from 2003 to 2004. After a couple of years of high acceptance numbers, there is a gradual decrease, followed by a recovery in 2009.

Figure 5.6 below breaks down the data into two groups: young and mature (age 25+) trainees, and shows very clearly the difference in the patterns for 'young' and 'mature' trainees.

**Figure 5.6 GTTR acceptances, by age group and by year**



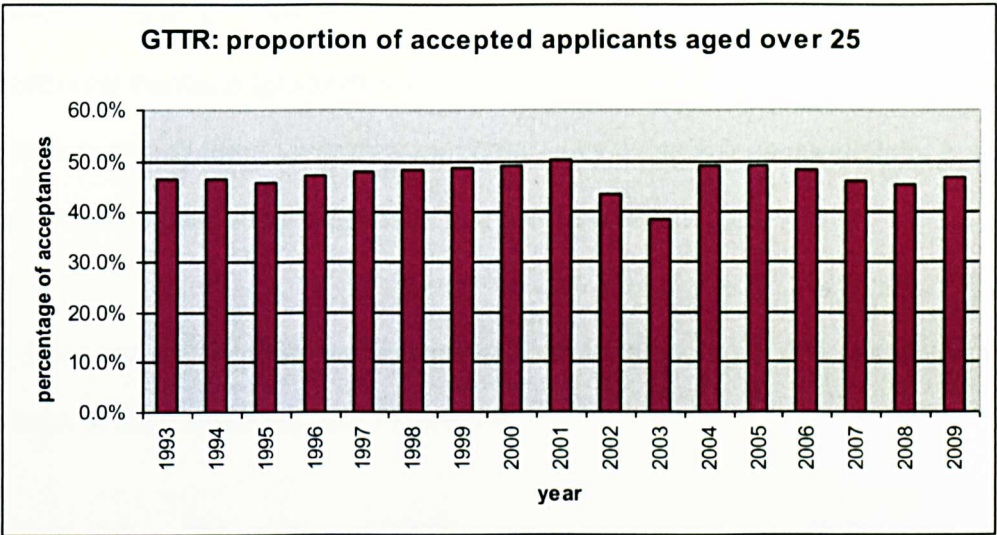
As already indicated by Figures 5.5 and 5.6, there is an overall upwards trend in the numbers of acceptances for both young and mature applicants, but with variations within this. The most noticeable increase for the youngest group. For young applicants the large increase in numbers in 2003 and the peak in 2004 are particularly noticeable features is the sharp increase in numbers for 2002 and 2003 entry: but this is accompanied by a fall in the number of older trainees. [Comment in margin: does a peak in applications here lead to a higher proportion of young applicants being selected?] There is a very large rise in the number of older trainees in 2004, with a peak reached in 2005. As discussed in the previous chapter, these changes may be a consequence of the differently targeted marketing campaigns.

The 2006, 2007 downturn persists into 2008 for older applicants, but there is an increase for both groups in 2009: this last change is likely to relate to changes in the economy.

The chart below, Figure 5.7, shows mature (25 and above) acceptances as a proportion of all acceptances, by year.

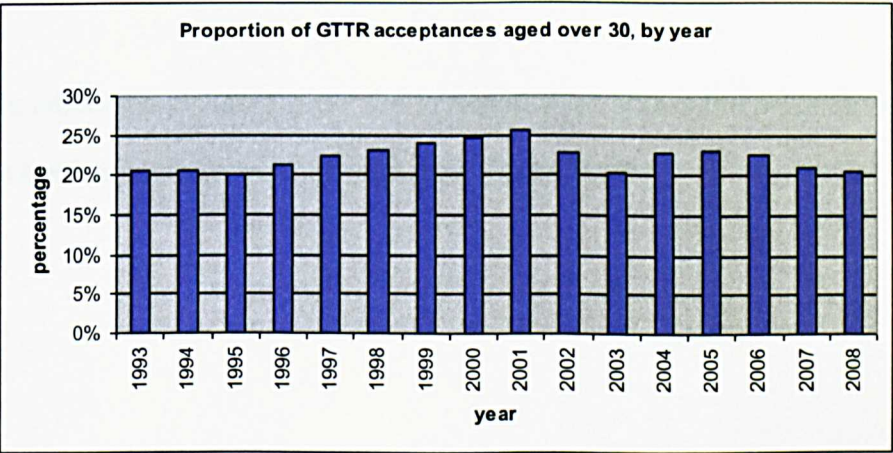


**Figure 5.7 GTTR proportion of accepted applicants aged over 25**



This chart shows clearly that the proportion of mature acceptances has remained largely constant over the 17 years shown (if a linear regression line is added, the slope is -0.0004), with around 47% of accepted trainees being aged 25 or over. The main exception is for 2002 and 2003 entry, where a large increase in the overall number of acceptances is not matched by a proportional increase in mature acceptances. In 2004, 2005 and 2006, although overall acceptances remained high, the proportion of mature acceptances returned to the pre-2002 level. After a lower percentage of mature acceptances in 2007 and 2008, there has been some recovery in the 2009 figures. The chart below, Figure 5.8, represents maturity differently, showing the proportions for older (>30 years) trainees.

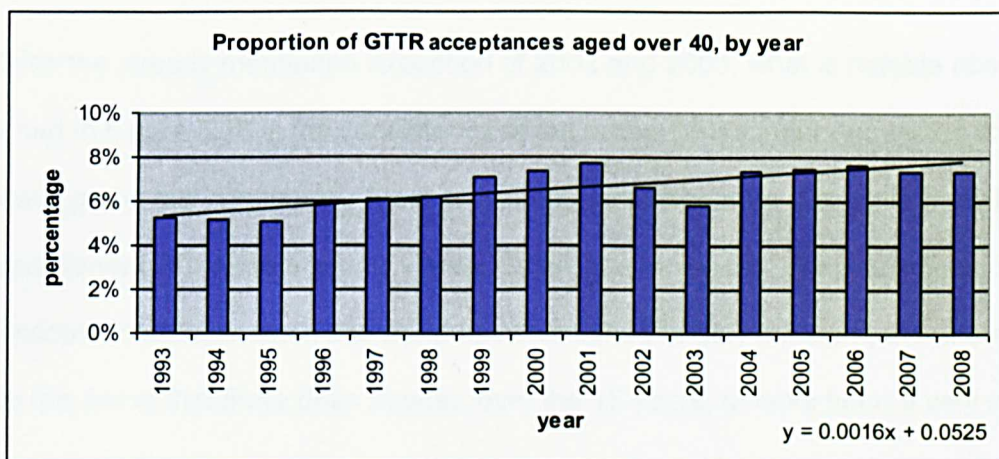
**Figure 5.8 Proportion of GTTR acceptances aged over 30, by year**



As with the previous graph, there is very little difference across the 15 year period, with around 22% of acceptances being of trainees aged over 30 years, and an almost horizontal trendline (gradient = +0.0005). There is some variation within the period, but no clear overall trend towards a proportionately older trainee population. In fact, the last few years of data show a fall back to a previous level.

If, however, we consider the equivalent chart for those aged 40+, a slightly different shape of chart emerges, see Figure 5.9.

**Figure 5.9 Proportion of GTTR acceptances aged over 40, by year**

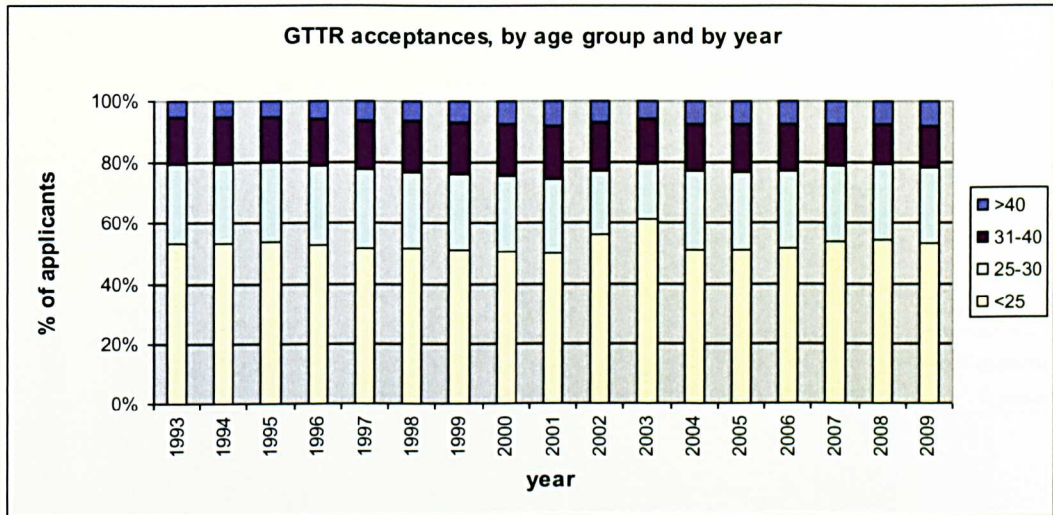


This time, the overall trend is upwards – though the percentages involved are low. There is a suggestion of an overall year on year increase in the proportion of those accepted who are aged over 40% – though this has dropped off slightly in the final two years of the data.

To clarify the picture further, the following chart shows the proportions of acceptances in each age group, year on year, see Figure 5.10.



**Figure 5.10**



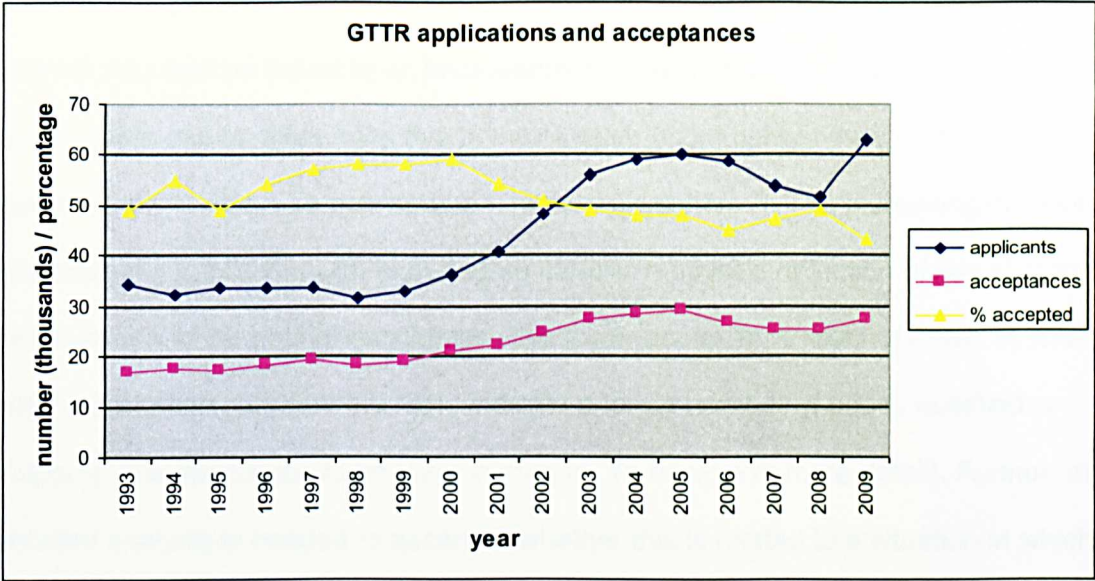
With the already mentioned exception of 2002 and 2003, what is notable about the chart in Figure 5.10 is the consistency of the proportions (linear regression lines for each group are horizontal). There is a strong indication here that while overall recruitment of mature entrants via the GTTR has increased, the proportions of acceptances within each age band have remained largely constant, the one exception to this being that there does appear, over the 15 years, to have been a very small, sustained, increase in the proportion of over 40 year old entrants. However, GTTR recruitment accounts for only one element of teacher training acceptance (PGCE) – and changes in recruitment patterns in other elements of the sector may be apparent. [Comment in margin: Need to include undergrad analysis].

#### 5.4.2 Applications and acceptances

The chart in Figure 5.11 below shows the numbers of applications and the number of acceptances year on year. The third line shows the percentage of successful applicants.



Figure 5.11



The chart shows that while there is some general correspondence between the shapes to the acceptances and applications curve there are considerable differences across the time period in the proportion of applicants accepted.

Until 2000, with the exception of a dip in acceptances in 2005 there is a gradual increase in the number of applicants and of those accepted, with a small increase in the proportion of applicants accepted.

After 2000, the situation changes. With very considerable increases in the number of applicants, the number of acceptances also shows a noticeable upward trend, but proportion of applicants offered training places shows a year on year decrease. This situation changes for 2007/8, when there is a decrease in the number of applicants and a corresponding increase in the percentage registered.

2009 data, which show a very large number of applications, show a significantly lower percentage of successful applicants.

These observations should all be seen in the context of government targets and place allocations that limit the overall number of acceptances (see section xxx, above). As noted above (xxxxx) a decreased proportion of accepted applicants in times of high interest may well be linked to an improvement in the overall quality of the candidates, as providers can be more selective in their intake. [Comment in margin: To include qualifications analysis as appropriate – here of elsewhere?]. The increasing proportion of successful applicants with high degree classes may be a reflection of this ability to select from a wider pool of candidates. The lower acceptance rate may also, in times when application numbers are high, indicate a larger number of poorly qualified or inappropriate applicants. [Comment in margin: To explore in more detail]. Further, more detailed analysis is needed to ascertain whether this is related to a situation in which the supply of good quality applicants exceeds demand (at least in some subject areas) or whether an increase in applicants involves a disproportionate increase in weak applications.

Given the overall picture, outlined in the previous paragraphs, of the variation in the proportion of applicants selected for training, analysis was carried out in order to explore how the success of applications varied between age groups. Where policy has clearly been to attract more mature applicants, it is important to gain an indication of the extent to which those applicants are accepted. This is particularly of interest given the rhetoric in relation to the life and career experience that are deemed to make mature entrants an attractive proposition in relation to teaching quality.

In order to compare the age breakdown of GTTR application and acceptances figures, the charts for the proportions of applications and acceptances that fall into age group are displayed side by side below, in Figures 5.12 and 5.13. [Comment in margin: Charts do not display % grid lines consistently. To change.]

Figure 5.12

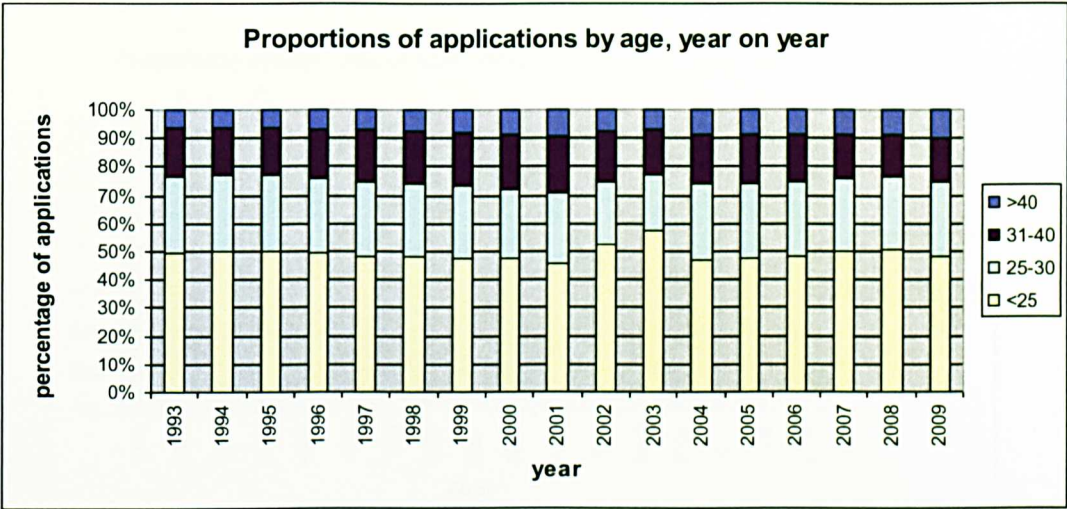
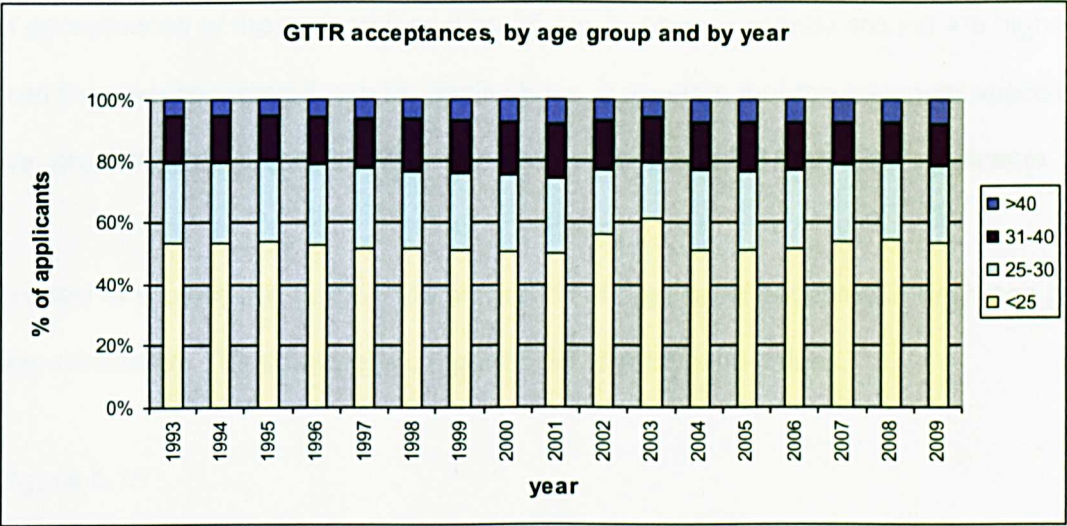


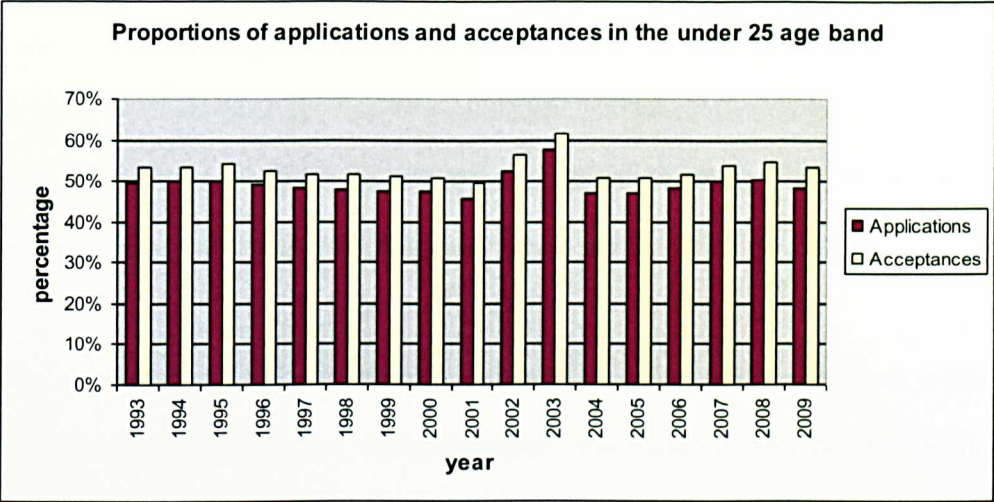
Figure 5.13



What is immediately apparent is the similarity of the shape of the two profiles, with the age profile of accepted applicants tending to mirror the applicant profile. However, on closer inspection, the show is that the proportion of acceptances in the under 25 group is consistently higher than the corresponding proportion of mature applicants.



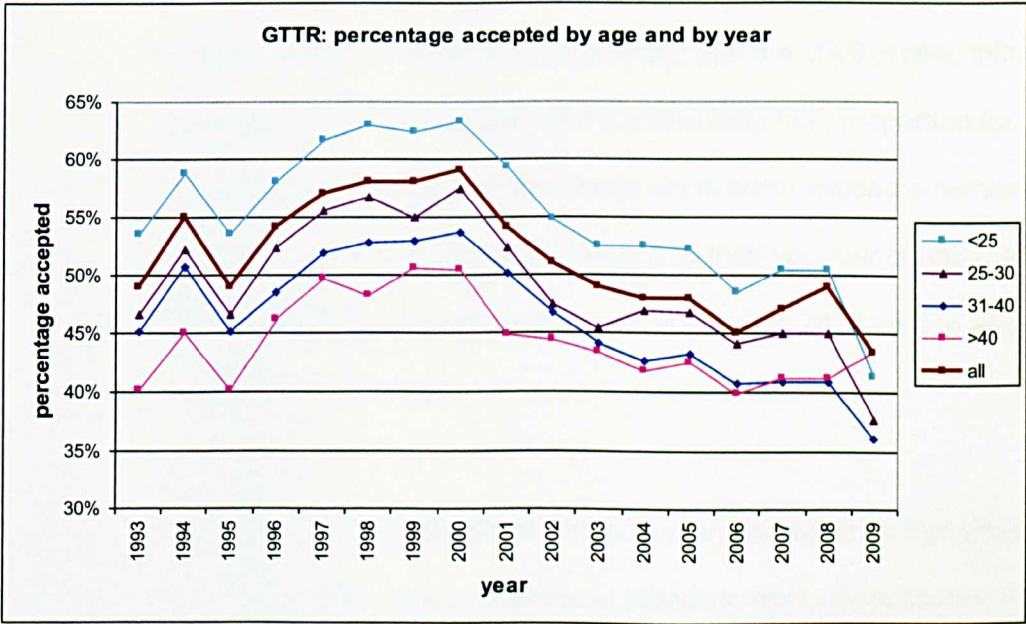
**Figure 5.14 Proportions of applicants and accepted applicants in the under 25 age band, year by year**



The chart in Figure 5.14 shows that, right across the period in question, the percentage of acceptances of those aged less than 25 has been consistently around 4% higher than the corresponding figure for applications. It appears that the youngest applicants are, proportionately, consistently more likely to be accepted than older applicants.

In order to explore this further, the proportion of applicants accepted in each age group was calculated. The chart below, Figure 5.15, displays the values.

**Figure 5.15**





The thick line on the chart shows the overall percentage of accepted applicants. The lines for the other age groups shows a clear picture of variation with age, with a higher proportion of younger applicants making successful applications in each year, and the oldest applicants the least likely to be accepted for training. With the exception of the last few years, this pattern is consistent right across the time period.

The chart also reveals a number of trends that are worthy of comment. While older applicants remain less likely to be accepted, the variation between the groups has decreased in recent years, with decrease to a 9% difference in acceptance rates between the oldest and youngest groups in the last three years as opposed to a fairly consistent difference of around 14% prior to 2001. This, however, may reflect little more than the overall depression of acceptances rates.

An apparent trend that does seem worthy of note is the gradual change in relation to the 40+ group. In early years of this chart, these applicants are proportionately much less likely to be accepted than younger applicants. Towards the end of the chart, there is little difference between this age group and those in the 31-40 age range. In the final, rather exceptional year, the percentage of the older applicants accepted is higher than for any other group. There is a clear suggestion here that the 2009 intake, influenced by the economic recession, not only attracted a particularly high proportion for applicants in the oldest group, but also that these applicants included a number of strong candidates who were selected in preference to their younger counterparts. It will be of interest to see to what extent this pattern is repeated in 2010, and to what extent it changes with economic recovery.

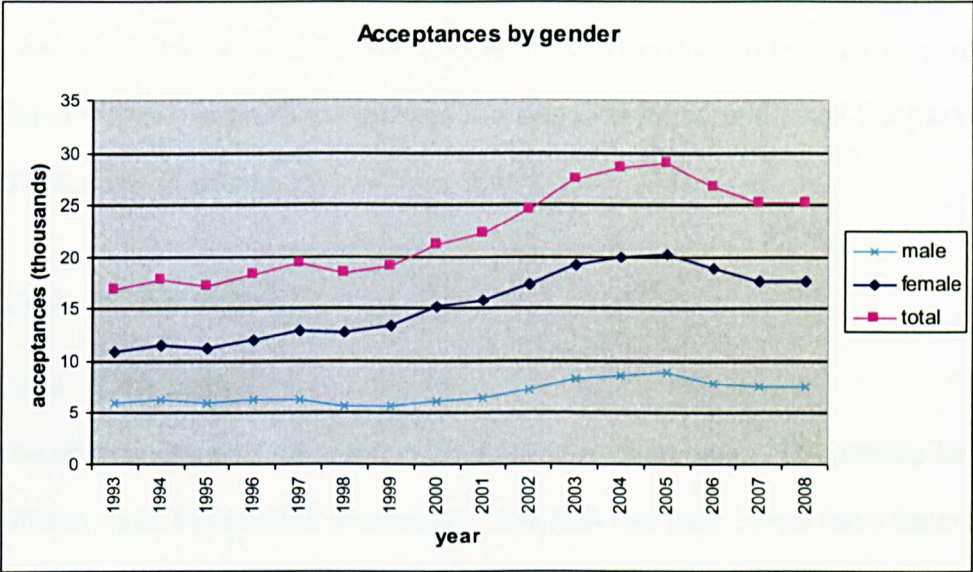
The data in relation to GTTR applications and acceptances suggests that while the TDA recruitment campaigns were successful in attracting mature applicants, it took the

impact of the global recession to attract a really strong field of mature candidates.

[Comment in margin: May need rephrasing, but worth pursuing??].

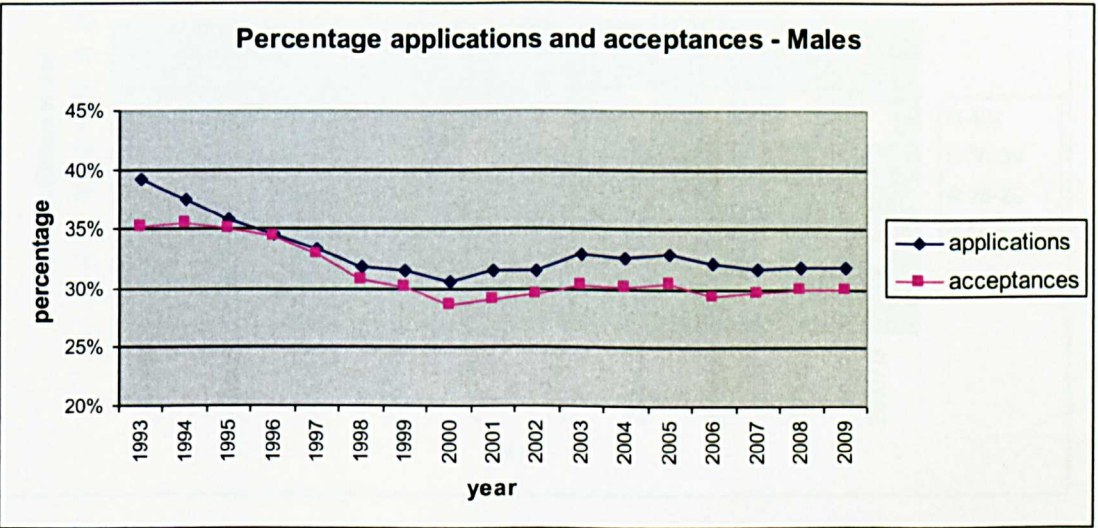
A chart showing acceptances by gender (Figure 5.16) shows a pattern similar to that observed for applications (Figure 5.17), with consistently higher proportion of women entering training.

**Figure 5.16 Acceptances by gender**



The chart in Figure 5.17 below shows year on year figures for the percentage of applications and the percentage of acceptances for male applicants.

**Figure 5.17 Percentage applications and acceptances – males**



The percentage of males being offered places shows similar trends to the application figures. The percentage of places offered to males on courses recruiting through the GTTR is consistently lower than the percentage of applications that are received from men. In other words, proportionately more men than women are not offered places on the courses to which they apply.

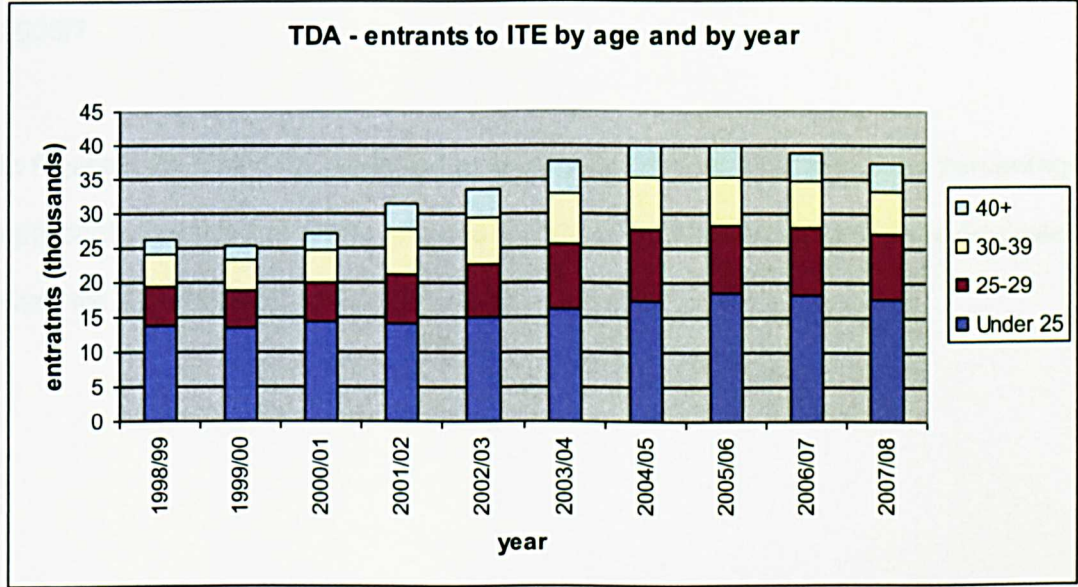
Within the secondary sector, the relative proportions of male and female applications varies considerably by secondary subject. does the age profile also vary by subject?  
[Comment in margin: Can I analyse this and look for correlations? Suspect not for GTTR data, to check].

5.4.3 UCAS data

5.4.4 TDA data

The chart in Figure 5.18 below is an equivalent chart using TDA profiles first year of training data. For ease of comparison, the TDA five year bands have been aggregated to give similar bands to those used for the GTTR analysis.

Figure 5.18 TDA entrants to ITE by age and by year



The TDA data include figures for undergraduate and employment based routes, hence the considerably higher totals than those shown in the GTTR data. The overall shape of the two charts is very similar, though with the youngest group comprising a smaller fraction of the overall numbers than is the case for the PGCE admissions represented by the GTTR admissions.

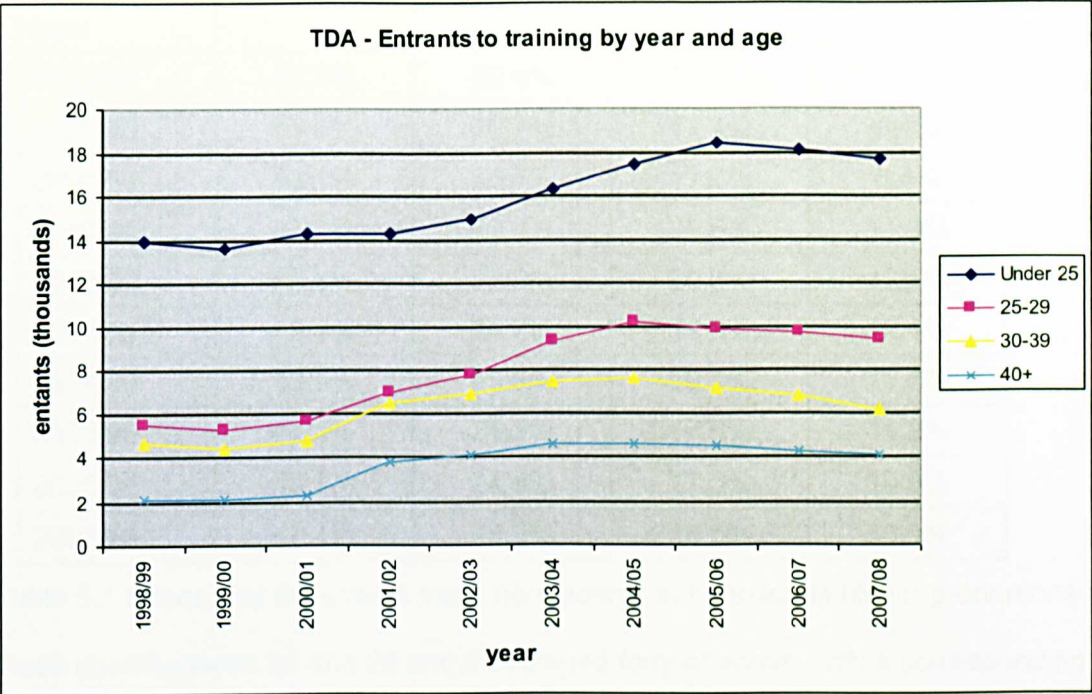
TDA data was first analysed in respect of entry to training across the whole sector. Data for entry to teacher training (profiles of first year students) across the years for which data was available at the time of analysis (1998/9 to 2007/8) was aggregated into broad age bands for comparison with the GTTR data. The age bands used were: under 25, 25-29, 30-39 and 40 and above. Note that, because of the different ways in which the data are collected, the end point of the bands varies between data sets – this caveat should be recognised in attempting to make direct comparison between data sets. (NB a finer analysis of TDA data by five year band contributes little to the overall picture and is not detailed here.)

The graph below, Figure 5.19, shows a broadly similar pattern for the four age groups, with numbers increasing to a peak and then declining. Interestingly, the numbers for the three older bands peak in 2004/5, but for the under 25s continue to rise until 2005/7.

In Figure 5.20 TDA data, analysed to show year on year changes of the percentage of applicants in each age group, provide a somewhat different picture to the equivalent chart for GTTR data:

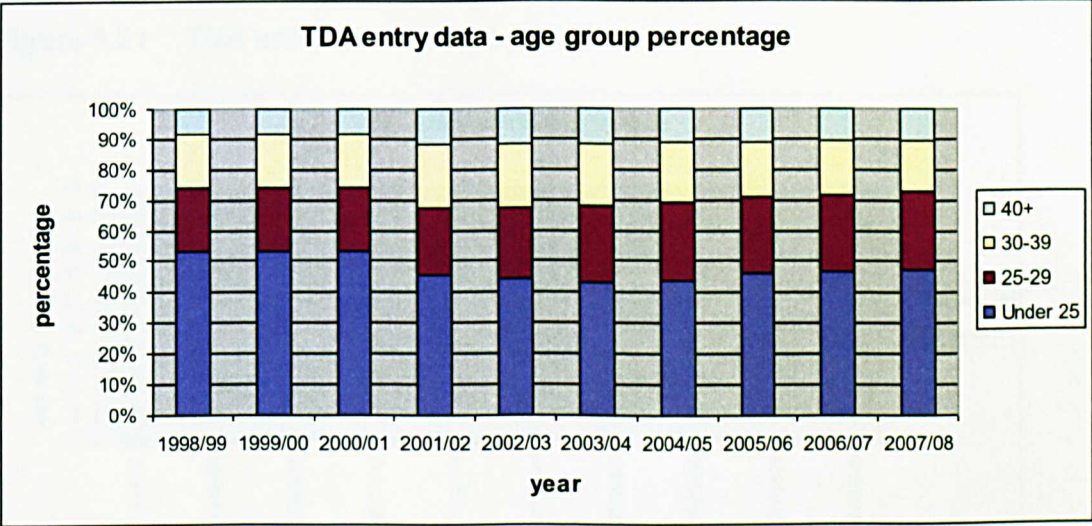


Figure 5.19 TDA entrants training by year and age



Comparing these two charts (with the caveat that the age bands are slightly different), shows that the percentage of entrants in the lowest age group is about the same in 1998–2000, but the TDA figures then fall and remain below 50% (but with some suggestion of an upwards trend from a 2003/4 minimum).

Figure 5.20 TDA entry data – age group percentage



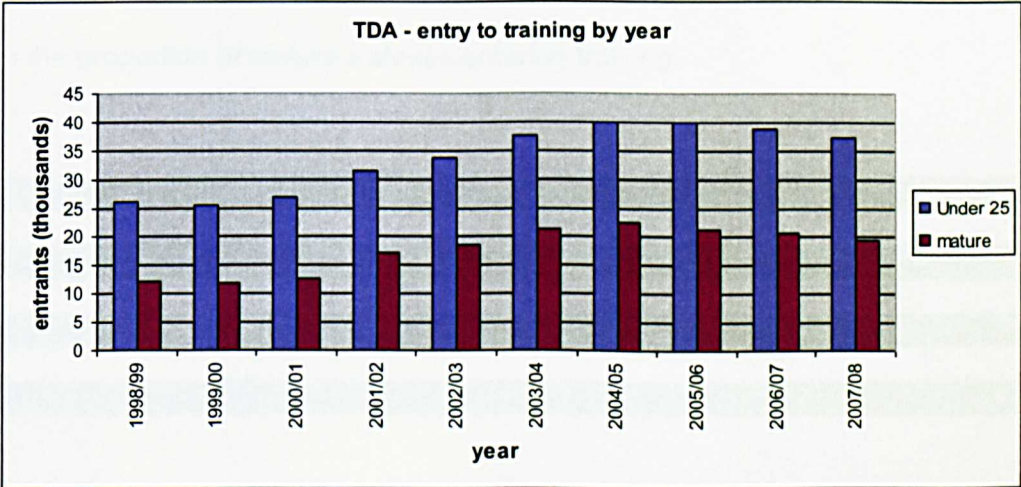
**Table 5.1      The percentage figures for the broad age bands**

Academic year	Age			
	Under 25	25-29	30-39	40+
1998/99	53.4%	20.8%	17.6%	8.2%
1999/00	53.5%	20.7%	17.4%	8.4%
2000/01	53.1%	20.7%	17.7%	8.4%
2001/02	45.5%	22.0%	20.6%	11.9%
2002/03	44.5%	23.2%	20.3%	12.1%
2003/04	43.4%	24.7%	19.8%	12.1%
2004/05	43.9%	25.6%	19.1%	11.5%
2005/06	46.2%	24.8%	17.8%	11.2%
2006/07	46.7%	24.9%	17.5%	10.9%
2007/08	47.4%	25.2%	16.5%	10.9%

Table 5.1 shows that the overall trend here seems to be towards higher proportions of those aged between 25 and 29 and those aged forty or above, with a corresponding drop in those aged under 25. The increase in the numbers in the oldest age group is consistent with the trend observed in GTTR data.

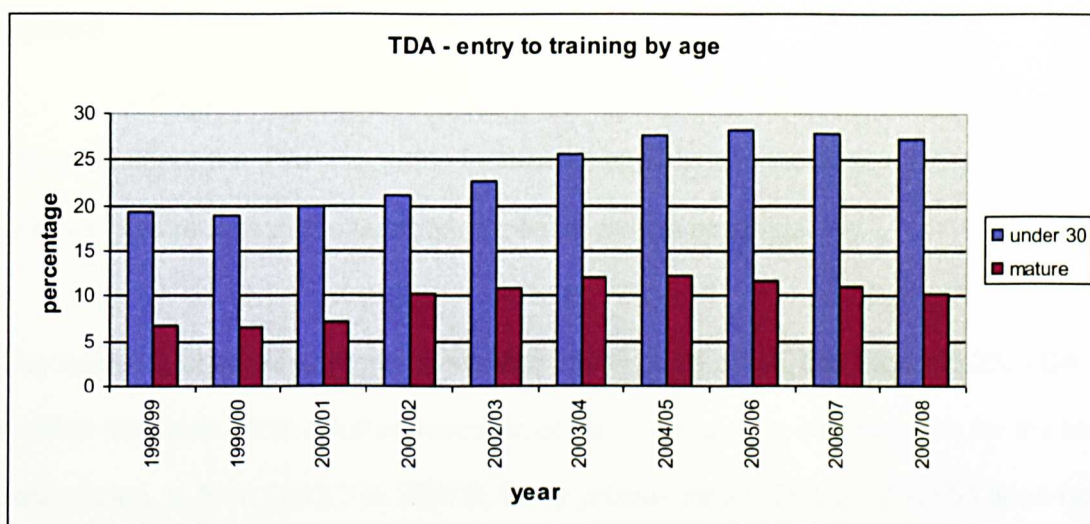
Charting mature and young entry (as for the GTTR data) was used to give another picture of the comparison between young and older entrants. Two charts are shown, Figure 5.21 and 5.22, in using 25 as the age of maturity, the other comparing entrants aged below 30 and those aged 30 and above:

**Figure 5.21      TDA entry to training by year**





**Figure 5.22 TDA entry to training by age**



Neither chart is particularly illuminating, aside from the observation already made that the numbers decline in the older groups before the fall of in the younger age bands. This is opposite to the lag in increasing numbers commented on in relation to GTTR data (was this registrations or applications?)

Further analysis is needed to explore to what extent these changes are a consequence of the diversification of routes that has occurred during the 15 year period. An explicit intention of this diversification (xxxxxxx) was to open up routes that would attract mature applicants – it is clear that there has been an overall increase in applications from mature applicants, and a corresponding increase in the number of mature people entering training. For PGCE courses (GTTR data) there is little evidence that the proportion of mature entrants has increased but TDA data suggest an overall increase in the proportion of mature trainees entering training.

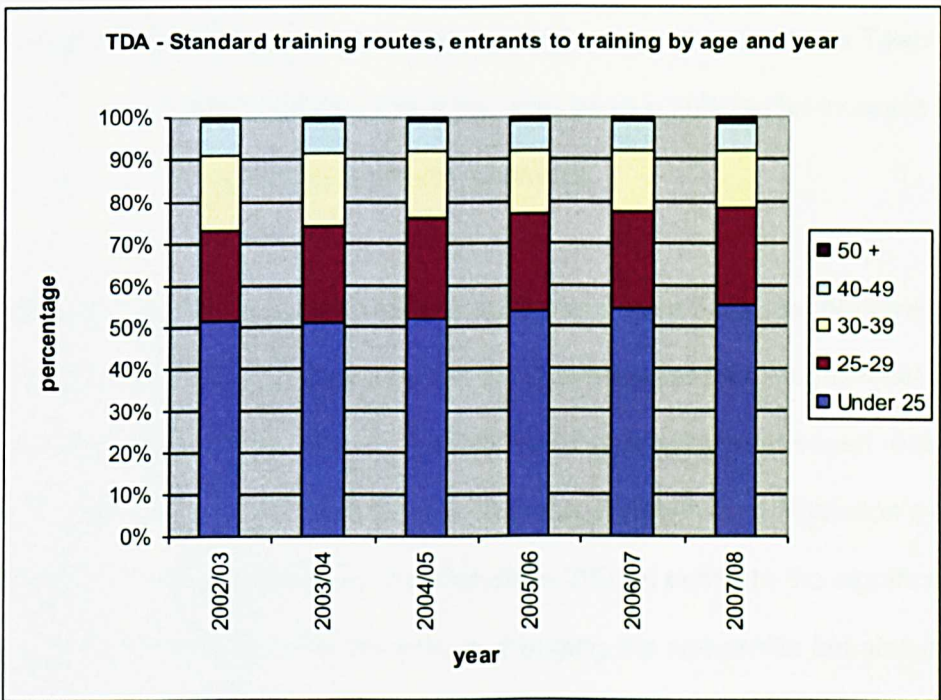
The trend lines shown on the chart are similar in gradient, though with a slightly steeper increase for the under 25 group (0.483 as opposed to 0.4162 for the mature trainees). This suggests that the increase among mature entrants via the GTTR is in proportion to, or slightly less than, the overall increase in acceptances, so that while the total

number of mature entrants has shown an increase, the proportion of mature entrants has not.

Question about the extent to which increasing applications increases acceptances – and how this relates to the number of training places available.

The following analysis attempts to explore this in more detail, see Figure 5.23. TDA profiles data mean that a full comparison of training routes is only possible for the last 6 sets of data, ie from 2003/3 to 2007/8. Early profiles data (1998/9 – 2001/2) does not include programme type as a field. Therefore, although this data can be differentiated by undergraduate / postgraduate, it does not provide the detail about training route that is available only for the most recent years. Is GTP data included or omitted?????

**Figure 5.23 TDA standard training routes, entrants to training by age and year**



There is some immediate difference noticeable between this chart and the overall TDA chart, with a higher proportion of trainees being in the youngest age bracket. ... ? More needed



## 5.5 Employment based routes

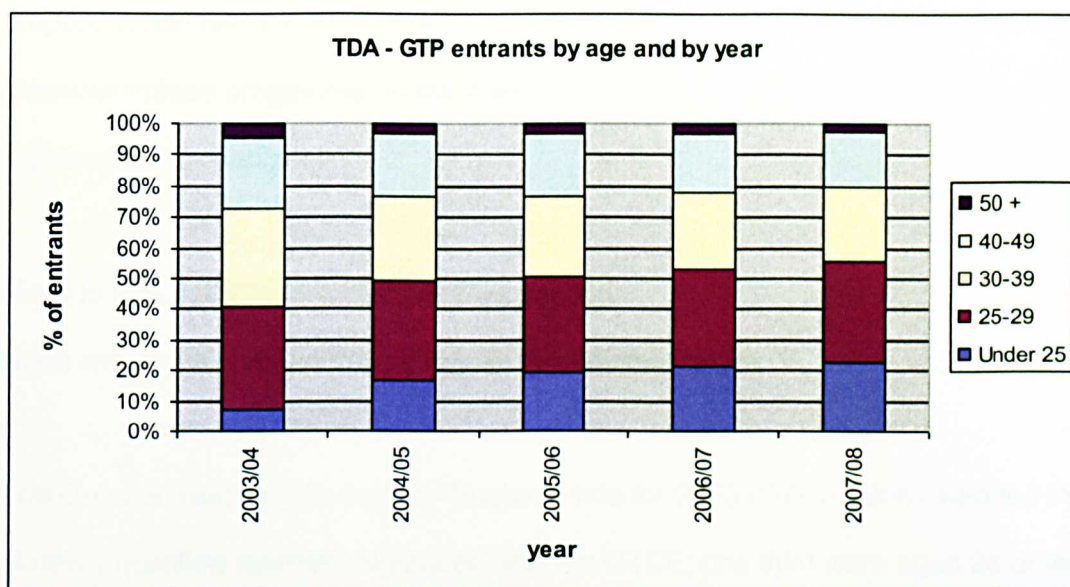
The chart below, Figure 5.24, shows data for those students entering training on the Graduate Teacher Programme. This training route was introduced in 1998 explicitly aimed at older entrants (Howson and the need for a training salary? The GTP was initially available only to trainees over the age of 24, but this was changed in 2004 in line with European Union discrimination laws, so during the early years of the GTP, all graduate trainees on this route fell into the mature category.

Quote from me in Politeia: re Smithers and Robinson analysis of TDA Profiles 2005 – politeia pg33 points to significance of ebr in changing the age profile of entrants NB also to the contribution that these entrants make to recruitment to maths.....

DfES data (2006c) indicate that there were 1790 trainees on various employment based routes in 2001/2, which had increased to 7460 in 2004/5. The majority of this increase is due to increased numbers of trainees on the Graduate Teacher Programme (GTP), an increase of 4000. There has also been a substantial increase in the numbers on the overseas trained teachers programme.

DfES data (2006c) indicate that in 2004/5 there were 7460 teachers training on employment-based routes (including the overseas teacher programme), and 34,520 recruited onto courses of initial teacher training: employment based routes thus accounted for nearly 18% of those in training. Smithers and Robinson's analysis of the 2005 TDA profiles (Smithers and Robinson 2005b) points to the significance of employment-based routes not only in changing the age profile but also in attracting more males and ethnic minority recruits. They also point to the contribution which these trainees bring to recruitment to mathematics teaching (p.2).

**Figure 5.24 TDA GTP entrants by age and by year**



It is of interest that Furlong (2005 p.126) described the GTP as 'an employment-based route, theoretically for older entrants'. What is Furlong saying here – it appears to be clear – but what is his angle???

The Graduate Teacher Programme (GTP) suits mature people who want to continue earning while they train. The training is tailored to the trainee's individual needs. Entry to the GTP is highly competitive and places are allocated to the best schools and graduates in priority categories (<http://www.tda.gov.uk/partners/recruiting/ebr/gtp.aspx> accessed 16/02/2010).

The difference between the chart above and the chart for 'standard' routes is immediately and clearly apparent. Only a small proportion of trainees are under the age of 25 – but this shows a steady upward trend from around 5% in 2003/4 to almost a quarter of entrants in 2007/8 (NB this raises questions in relation to my own observation Bird and Foster xxxx that the GTP route is most suitable for those with existing experience of schools – does it also point to 'convergence of training routes' – expand on this if appropriate). There does appear, over the short timescale represented here to be a clear trajectory towards a lower proportion of older entrants –



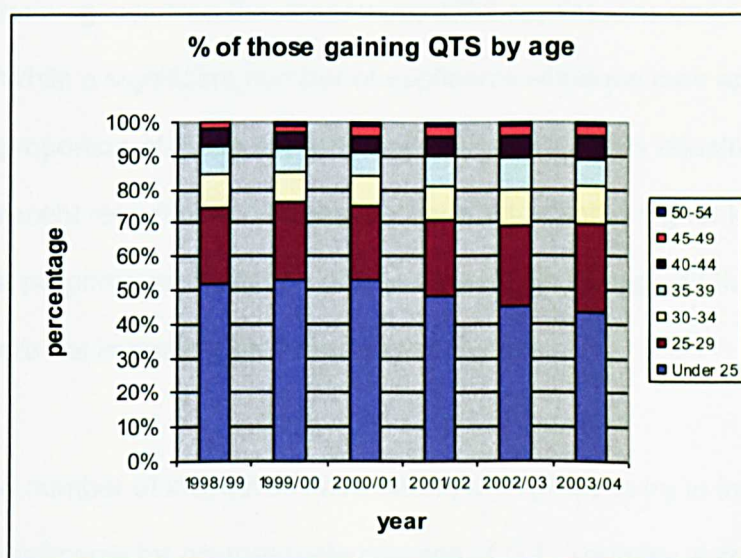
in 2003/4 60% of these graduate trainees were aged 30 or above, by 2007/8 that proportion had fallen to 45%. It would appear from this chart that the impact of the graduate trainee programme on the overall age profile for entry to the profession is significant and changing.

Need to look at the numbers as well as the %s.

Need and overall picture that combines the different routes

The General Teaching Council for England data for 2005 (GTCE 2006) reported that, of newly qualified teachers registered with the GTCE, one third were aged 24 or less; 31 per cent were aged 25 to 29, and 35 per cent were aged 30 or more. The GTCE report notes that 'the majority of NQTs had spent time in other careers or activities before training as teachers' (p.5). The School Teachers Review Body STRB (2005 section 2.40) welcomed 'increase in the number of career changers entering the teaching profession, currently making up more than 30% of all new entrants to training, bringing their diverse experience to the role.'

**Figure 5.25 Age distribution, newly qualified teachers (including employment-based routes)**



(Source: TDA Profiles 2006)

These data show a clear trend over the last half decade. Overall numbers gaining Qualified Teacher Status (QTS) have increased, with the percentage of those qualifying in the under 25 age bracket declining in comparison to older entrants, many of whom are training on employment-based routes. DfES data (2006c) indicates that in 2004/5 there were 7460 teachers training on employment-based routes (including the overseas teacher programme), and 34,520 recruited onto courses of initial teacher training: employment based routes thus accounted for nearly 18% of those in training. Smithers and Robinson's analysis of the 2005 TDA profiles (Smithers and Robinson 2005b) points to the significance of employment-based routes not only in changing the age profile but also in attracting more males and ethnic minority recruits. They also point to the contribution which these trainees bring to recruitment to mathematics teaching (p.2).

Graduate Teacher Training Registry (GTTR) data (2006) show that applications for postgraduate ITT considerably exceed the number of acceptances. In 2003/4 there were 59,008 applications for postgraduate certificate of education courses, of whom 28,524 (48%) were accepted for training. UCAS data for undergraduate teacher training indicates that there were 9288 applications and 6268 acceptances (67%). While a significant number of applicants withdraw their applications, a substantial proportion of those applying had their applications rejected. It is interesting to note that recent recruitment campaigns, whilst attracting a higher level of applicants, has not had a proportional impact on places offered. This suggests that such recruitment methods are not impacting on the quality of recruits.

A number of incentives have been put in place to try to increase the numbers of applicants for postgraduate courses of ITT. Trainees entering training in September 2006 were eligible for bursaries of £6000. For those training to teach secondary



shortage subjects bursaries were higher, at £9,000. Students in priority subjects were additionally eligible for a 'golden hello' when they completed an induction year.

The TDA also sought to increase recruitment to teaching by diversifying the training routes available. Flexible and employment based routes have been successful in attracting mature and career change entrants. DfES data (2006c) indicate that there were 1790 trainees on various employment based routes in 2001/2, which had increased to 7460 in 2004/5. The majority of this increase is due to increased numbers of trainees on the Graduate Teacher Programme (GTP), an increase of 4000. There has also been a substantial increase in the numbers on the Overseas Trained Teachers (OTT) programme.

In addition to the use of incentives, particular efforts have been made to attract high quality candidates through fast-track initiatives, and through the Teach-First programme.

Fast Track is a programme developed and funded by the Department for Education and Skills (DfES). Fast Track seeks to identify, develop and retain talented individuals from within the teaching profession by offering an enriched professional development route to early positions of senior school leadership. Although Fast Track was originally conceived as a dual entry stream programme (both new to teaching and serving teacher entries) it has had a single entry route for serving teachers since the last new to teaching cohort entered training in September 2005. Fast Track has many similarities with 'fast streams' within other professions, where individuals with high potential are identified and developed to reach positions of professional influence at an earlier stage of their careers.

(Jones 2006, p.3). The interim evaluation (Jones 2006) of the Fast track initiative suggested that although the programme attracted some new entrants who would not otherwise have taught (1 in 13 of those in the study), recruitment was substantially from those already in the profession.

Teach First is a programme run by an independent organisation enabling top graduates to spend two years working in challenging secondary schools in London and Manchester, qualifying as a teacher while completing leadership training and work experience with leading employers.

Working with specially selected partner schools and businesses, Teach First aims to build the leaders of the future by providing high quality teacher and leadership training, internships, coaching and networking. It is for high-flying graduates who may not otherwise have considered teaching or aren't sure of it as a long-term career. It leads to qualified teacher status (QTS) but also provides the potential to develop a commercially oriented career (TDA website).

The numbers of teachers on Teach First are currently small (180 in 2004/05) and the extent to which these graduates will remain in teaching, in terms of numbers and time, remains to be seen. The programme has been extended to Manchester from London, and there are plans to expand to more cities.

Over recent years, considerable efforts have been made to attract and retain high quality teachers, through large-scale advertising campaigns, through incentives and initiatives aimed at attracting new recruits, and through changes to teachers' pay and conditions. Current high levels of staffing and recruitment suggest a positive impact of these measures, although there are still concerns over the levels of wastage from the profession. The STRB (2005 section 2.50) said that: 'Research carried out for the TDA

has found that the current levels of incentives have a positive effect on recruitment to teacher training and are considered particularly important to people changing careers.... Financial incentives to join the teaching profession compare well with those offered by other employers.'

A number of research studies have indicated a link between teacher numbers and the condition of the economy, with teacher shortages arising at times of economic growth, and teacher numbers improving in times of economic recession.

'An important perennial problem for any state education system is how to ensure a steady supply of quality teachers. In the UK we have not solved this problem, and shortages of teachers are likely to be recurrent in the medium term as the current population of teachers retires. The issue is how to provide enough reward to induce high quality individuals to become teachers and stay in the profession. Despite an array of financial incentives, teacher training places do not fill up, especially in subjects where the returns are high outside teaching. Recently, the trainee shortages have been reduced, but it is unclear whether this is due to the introduction of financial incentives or a tightening of the labour market. However, half of the original trainees are not in the classroom three years after the end of the course. The wastage of teachers is observable at all career points but is especially high early on in the career' (Chevalier and Dolton, 2004, p.23).

Despite improvements in teacher supply and teacher numbers, some concerns remain: it is unclear whether the changes and initiatives that have been put in place will be sufficient to continue to maintain teacher numbers, irrespective of the economic climate, particularly through the period in which a large proportion of the teaching workforce will retire.

## **General Teaching Council for England (GTCE)**

GTCE 2006 Annual Digest of Statistics 2006 Publication code: P-SD06-0606 GTC,  
London and on-line at

[http://www.gtce.org.uk/documents/publicationpdfs/annual\\_digest\\_psd06006.pdf](http://www.gtce.org.uk/documents/publicationpdfs/annual_digest_psd06006.pdf)  
[accessed 30/04/2009](#)

The General Teaching Council for England publishes an annual digest of their statistics. I am grateful to the GTCE for making available a fuller analysis of their 2009 dataset, which provides information in relation to all those teachers registered on the GTCE database of teachers at the survey date.

## **Training and Development Agency for Schools**

I am grateful to the TDA for providing me with access to their Profiles dataset for research purposes.

## **Entry to employment data**

TDA profiles data sets have included data on entry to employment since their inception in xxxxx. This data as collected initially, as xxxxx (how collected).

Details of TDA data collection.



## **Chapter 6    Qualification**

### **6.1    Summary**

### **6.2    Introduction**

Reference to BAT data on retention [Comment in margin: To check all VAT papers again]

### **6.3    Education Department data**

### **6.4    TDA data**

# **Chapter 7 Entry to employment**

## **7.1 Summary**

## **7.2 Introduction**

Previous chapters have indicated that the number of mature entrants to teacher training has increased over the time period being considered. However, [Comment in margin: Not re: retention training] in order to contribute to reducing teacher shortages, successful recruitment to training and subsequent qualification is not sufficient. Trainees must also enter teaching employment.

Since the (then) TTA first published its training profiles in 1998 percentage entry to teaching employment following qualification has been used as one of the indicators of ITT provider quality. It was this focus on entry to teaching employment that formed the driver behind the first of the empirical studies reported here, and which then led to a similar study being conducted to explore mature entry to teaching employment in the secondary phase. This same issue was further explored within the context of the study of those who had trained on GTP programmes.

The TDA funded study that is also reported here was commissioned specifically to explore the issue of non-entry to employment following qualification, and age was explored as a factor within that study.

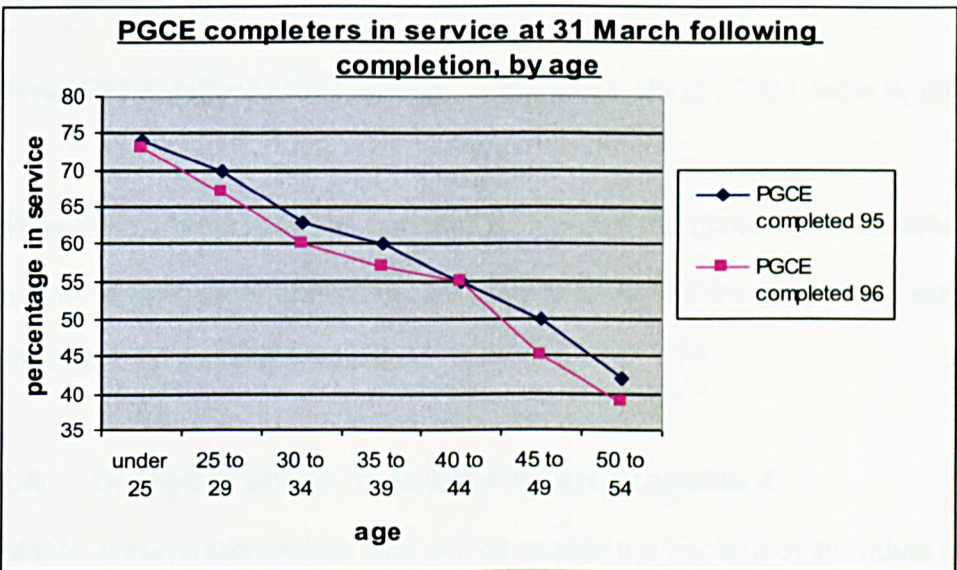
The chapter starts by exploring national data on the entry of newly qualified teachers to the profession, breaking down year on year data by age of entry. Subsequent sections of the chapter focus on the findings of the author's empirical studies, in particular on the extent of entry to teaching, delayed entry to teaching employment and on the difficulties that may be encountered by mature entrants in securing posts.

### 7.3 National data on entry to employment

The performance of mature trainees in this respect has been brought into the spotlight by media reports that older trainees are unable to find teaching employment (for example, Dean, 1996 and O'Leary, 1999).

National data on the destinations of those completing courses of initial training consistently indicate smaller percentages in employment as age increases (DfEE, HESA, Smithers 1999a). DfEE data indicate that the percentage of NQTs in employment by March of the year after qualification falls off markedly with the age of the NQT (see Figure 7.1):

**Figure 7.1 PGCE completers in service at 31 March following completion**

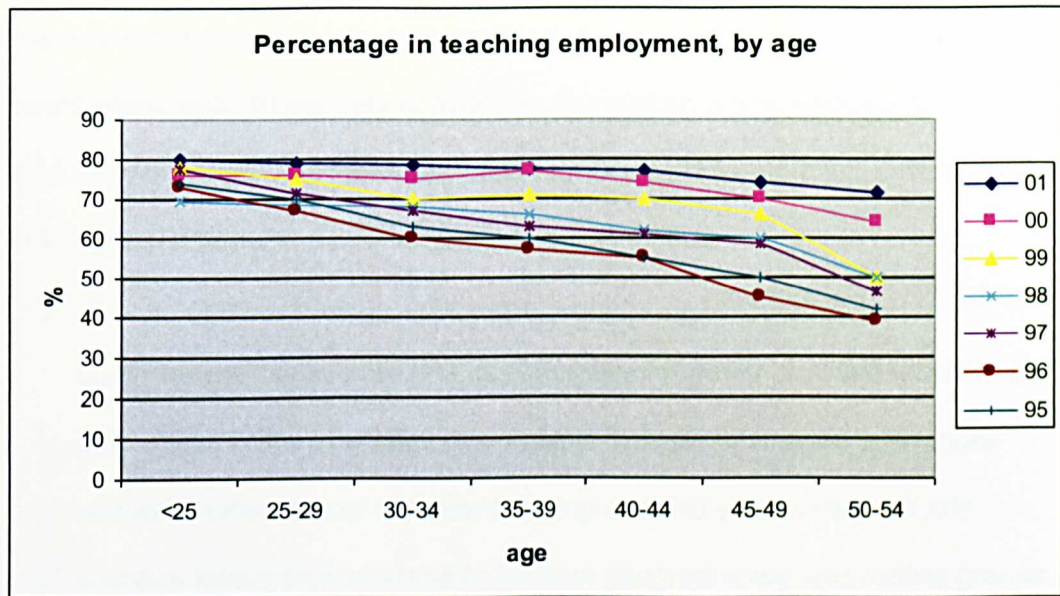


(From DFEE 1997, table 7b(ii) and 1998, table 7(ii))

The reasons for this fall off with age are not clear. Hall and Davidson (2002) interpret the DfEE data as indicating that 'mature entrants find it difficult to gain employment', while Howson (1996) has pointed out that 'What is obvious is that fewer of the older

students end up in teaching. What we do not know is whether this is by choice or because they are unable to find a teaching post.'

**Figure 7.2 PGCE completers in teaching employment**



(From DFEE, table 7, 1997, 1998b, 1999a, 2000, 2002<sup>6</sup>, 2003; table 8, 2004)

While there seems to be the potential to increase recruitment to initial teacher training by encouraging older applicants, we have to know that these trainees, when qualified, will enter the teaching profession.

## 7.4 Delayed entry to teaching employment

Prior to xxxxx, national data sets did not enable the tracking of individual career trajectories (date and change), only single point surveys (often reflecting employment status on an individual day) provided information about entry to teaching employment (NB, state vs independent).

Single point data collection, at January (or March xxx) of each year, as outlined above (cross reference xxx), providing as it does, a snapshot at one point in time, has

<sup>6</sup> NB 2001 data is for England only, pre-2001 is for England and Wales



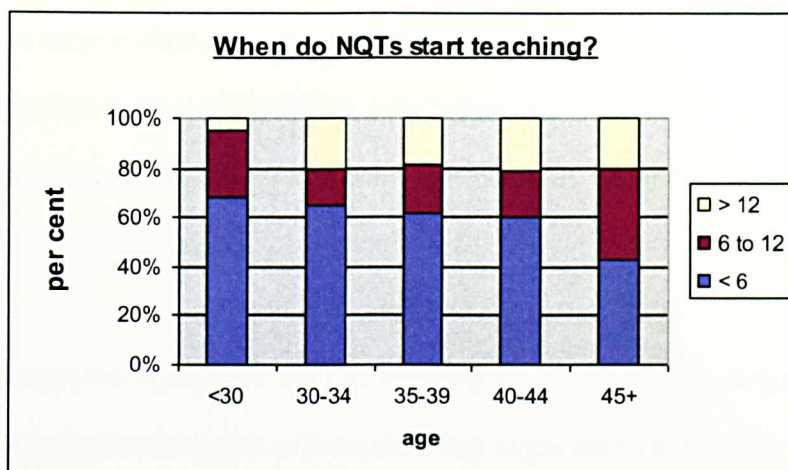
considerable weaknesses in relation to determining the true extent of entry to teaching employment, because it fails to include those who do not enter teaching immediately, or very soon, after qualification.

This weakness has not gone unrecognised. Pearson (1997, p.49) reported that, 'In recent years, over 70 per cent of teachers completing a postgraduate teaching course have moved straight into teaching; while others took time off to job-search', and the TTA (1998a, introduction p.4) recognised explicitly that:

*Local vacancy rates may limit opportunities for newly qualified teachers to gain a post in the year after they qualify. This factor may be even more relevant in the case of distance learning and two-year undergraduate courses, where trainees tend to be from geographically less mobile groups (for example, those who have families). (TTA 1998a, introduction p.4)*

In this respect, a significant aspect to emerge from the telephone survey of OU primary teachers was the extent, among these teachers, of delayed entry to employment subsequent to qualification. Primary survey data included data for 314 students from the 1994 and 1995 cohorts, who gave the month and year of starting their first teaching post after qualification. The table in Figure 7.3 shows the percentage of each age group who entered their first post less than six months, between six and 12 months, and more than one year after completing their course. (by age – do I want to look at the general picture first or focus specifically on mature entry?).

**Figure 7.3 When NQTs start teaching**



This shows that the younger entrants moved into teaching posts more rapidly than their older counterparts, with only a very small percentage starting their first post more than a year after qualification. Around 20% of the NQTs over the age of 30 entered teaching at least a year after completing their course. This obviously has a bearing on national employment data that indicate the position at March after qualification. Such data are likely to underestimate the percentage of mature entrants who eventually take up teaching positions.

Data from the telephone survey raised interesting questions about the employment of mature entrants from the OU primary PGCE (Bird, 1999). It showed that the overall number of students entering teaching was higher than that indicated by single point data collection within a year of completion of training, and that some of these mature entrants started teaching well after completing their training.

These observations, while it was not clear to what extent they could be generalised to other areas of the mature entrant population, were significant (what does that mean???). In 1998 (Bird xxxxxx check), referred, critically, to Howson's (1996) comment: 'What is obvious is that fewer of the older students end up in teaching', noting that what was, in fact, obvious from the data on which he was reporting was that fewer of the older students were in full-time or part-time teaching by March after

qualification. ‘This does not mean that they do not end up in teaching’ (Bird xxxx). Writing in 2000, Howson was, himself, very clear about this message, pointing out in relation to (xxxxx???? ESS data?) that ‘many of the remaining NQTs may have entered teaching since the figures were compiled, as vacancies occurred during the year’ (Howson, 2000).

Given the findings of the OU Primary survey, the secondary study sought to explore to what extent patterns of delayed entry might also be present among NQTs in the secondary phase. The questionnaire therefore asked RQTs how long after qualification they first took up teaching employment in UK a school or college.

Table 7.1 shows the point after qualification at which respondents first took up teaching employment in a UK school or college (they were asked to include regular or occasional supply teaching).

**Table 7.1      Point of entry to teaching**

how long?	other	OU	All
Within 3 months	84%	74%	78%
between 4 and six months	5%	8%	7%
between 7 months and 1 year	1%	4%	3%
more than 1 year and less than 2	2%	4%	3%
2 years or more	2%	3%	3%
intending (>2 years)	1%	3%	3%
non teachers (includes ‘unsure’)	6%	3%	4%

Overall, 78% had entered teaching employment within three months of qualification (ie by the start of the academic year after qualification); a further 7% entered within six months of qualification; an additional 9% took up teaching employment at least six months, and some more than two years, after completing their course of training. If those trainees are additionally included who were still, at the point of survey, intending

to enter teaching employment in the future, this would suggest that as many as 12% of the respondents would enter teaching employment more than six months after they qualified.

However, the figures for the two groups show a marked difference: the percentage of OU respondents entering teaching employment within three months is 10% lower than for the group 2 sample, while only 6% of the group 2 sample entered or intend to enter more than six months after qualification: the equivalent figure for group 1 is 14%.

The situation for OU secondary trainees does reflect that identified in previous research on primary trainees (compare figures), that a significant proportion of OU trainees showed a delay in entry to the profession. However, the percentage of OU trainees who delayed their entry to teaching employment is higher than for the sample from other institutions, where the incidence of delayed (six months) entry is eight percentage points lower at only 6%.

An important question raised by this finding is whether the difference observed between the OU and other RQTs could be accounted for by the different age profiles of the trainees in the two groups, or whether the training route was a more significant factor (recognising that that the two factors are not independent of each other). see BAT survey). \*\*\*\* can the full data set be used for factor analysis???

The potential difference in point of entry between graduates of different training routes was recognised by the TTA:

*Local vacancy rates may limit opportunities for newly qualified teachers to gain a post in the year after they qualify. This factor may be even more relevant in the case of distance learning and two-year undergraduate*



*courses, where trainees tend to be from geographically less mobile groups (for example, those who have families. (TTA, 1998, introduction p.4)*

Among young trainee teachers, most start to seek for posts well before the end of the training course, and will enter full-time employment in the September after completion. As Lock (1990, p.266) points out, for science teachers:

*For teachers of chemistry and physics... only those with particular geographical requirements or a weak reference are still seeking posts beyond the end of June.*

However, specific types of post, particularly in terms of geographical location, may be exactly what many mature trainees seek. Howson (1999) states:

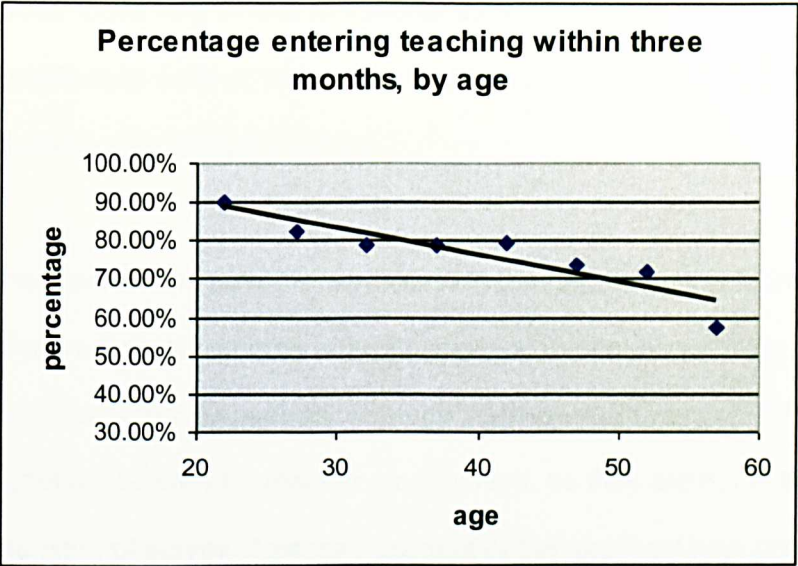
*The more specific the job you are looking for, the more challenging the job search. This is especially true for teachers seeking posts in a particular location*

The chart below, Figure 7.4, shows the percentage entering employment within three months plotted against age<sup>7</sup>. The data shows a clear downward trend, with the percentage entering teaching employment falling off with age from 90% of the youngest trainees down to less than 60% for the oldest (55+) age group.

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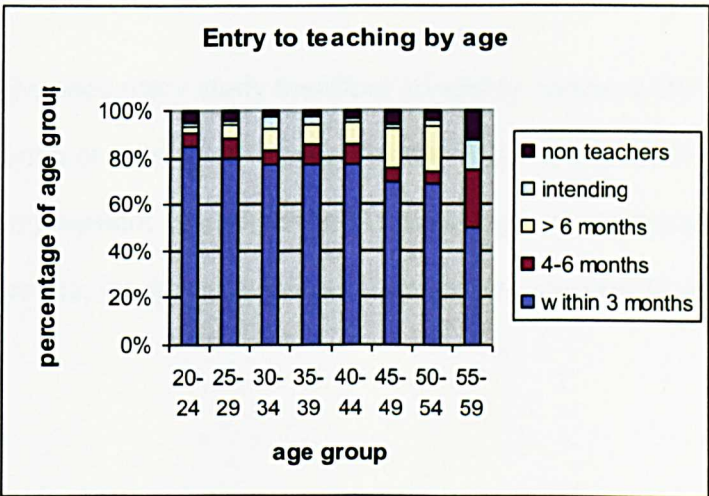
<sup>7</sup> Percentage for each age group plotted at mid- interval value

**Figure 7.4      Entry to employment within 3 months**



The second chart, Figure 7.5, shows the pattern of entry to teaching employment, indicating the percentage of each group entering teaching employment within three months, from four to six months and more than six months after qualification, as well as those still intending to enter teaching employment, and those ‘non teachers’ have not taught since qualification and either do not intend to teach, or are unsure of their future intentions.

**Figure 7.5      Entry to teaching by age**



It is important to review this in the light of national data on teacher employment. Comparing this chart with the graph on page xxx which shows national data for those in

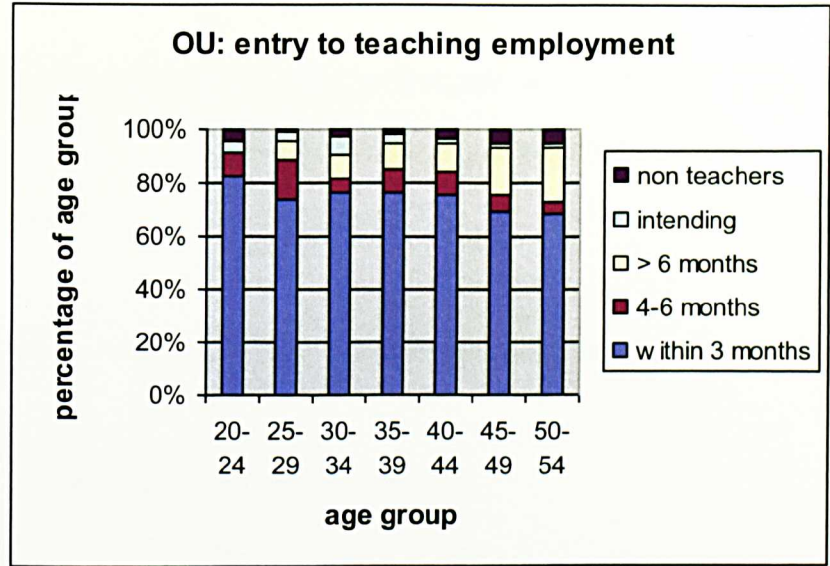
employment, the line for those teaching within six months as a proportion of each age group looks very similar to national data. The line for those having taught since qualification (with or without the addition of those still intending to enter the profession) shows a very different picture.

It is important to note the way in which the percentage entering teaching employment at more than six months after qualification increases with age. These are the individuals who appear as 'wastage' [Comment in margin: This is NOT correct] in national statistics on teacher employment, as they are not in teaching employment at the point of survey. This may account of the apparent high percentage of older trainees who do not enter teaching employment.

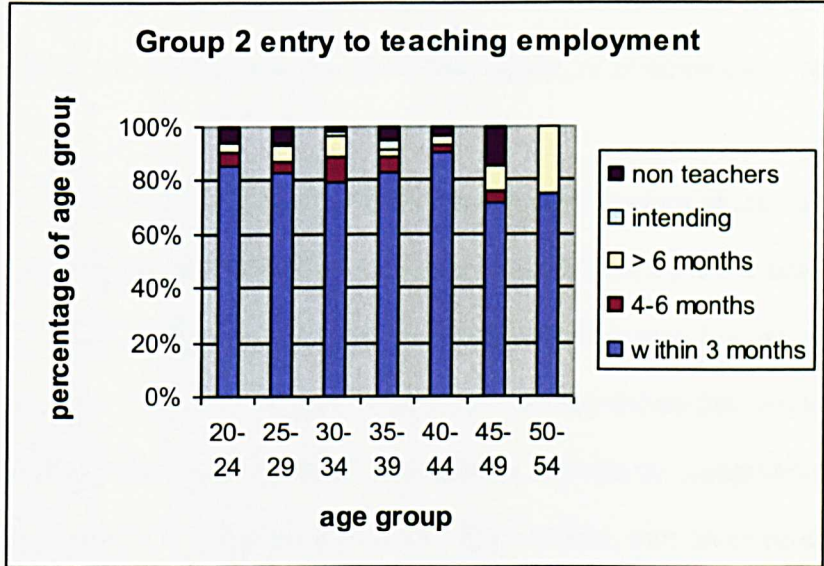
The primary research in the previous chapter sought to explore this delay in entry among some mature trainees. What was unclear was the extent to which this might be a characteristic of the OU mature trainees, rather than mature entrants more generally. There were grounds for the suggestion that those who chose to train on a part-time, distance learning course might show different patterns of job search and entry to employment to those training on full time courses.

The secondary study therefore sought to compare OU trainees with those from other forms of training. The tables below, Figures 7.6 and 7.7, compare the entry to teaching employment charts for each of the two groups in the survey. (Note that for some age groups, the group 2 sample is small, and any conclusions must be tentative).

**Figure 7.6      Entry to teaching employment: OU trainees**



**Figure 7.7      Entry to teaching employment: group 2 trainees**



Comparing the two charts, the group 2 chart does not show the same clear trend as the OU chart, with few of those under the age of 45+ in group 2 delaying entry. However, the 45+ age groups do show a similar delay in entry. While the group 2 sample is too small for any definite conclusions to be drawn, it does appear that the pattern of delayed entry observed in the OU group may be different to that for mature full-time trainees.



Insert text from TDA survey and GTP survey – and then add BAT and TDA analysis

Data reported on the TDA profiles site since 200xxx makes a more detailed analysis of entry to teaching possible. This data is reported from the GTCE data on registered teachers.

GTCE data had the advantage in allocating teachers a unique reference number.

GTCE data shown analysis (below)

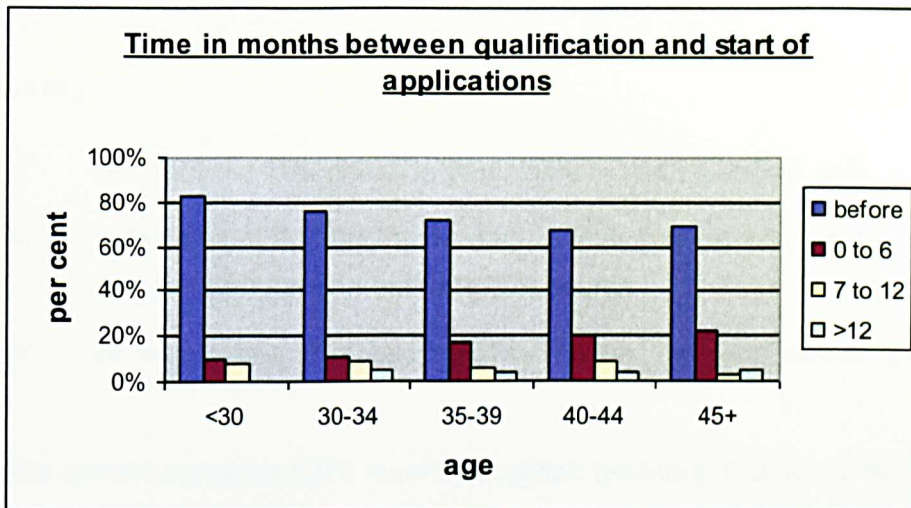
#### **7.4.1 Reasons for delayed entry**

What these data do not indicate is any reason for this finding. It is unclear whether this late entry to employment is a result of the fact that these mature applicants fail to be appointed to the posts for which they apply, or of some other reasons.

Whitehead et al (1998) found that some older mature students did not make applications until some time after the completion of their course. A further analysis of the OU telephone survey data indicates that this may be one reason for later entry to teaching after qualification. Figure 7.8 (below) shows the gap in months between qualification and the start of applications, by age on completion. This shows more of the youngest NQTs making earlier applications, with an increasing percentage of the older students making their first application after, rather than before, completion of the PGCE course. The data suggest that this is the case for around one third of the older (>30 years) mature NQTs. This contrasts with the situation for younger students on traditional full-time courses, the vast majority of whom make their first applications well before completing their course. This later start to applications must impact on the students' chances of obtaining employment for September after qualification, and particularly on their chances of finding full-time, permanent posts. More than 10% of the older NQTs did not make their first application until at least six months after

qualification. A lower percentage of older entrants in post by March after completion is a direct result of this.

**Figure 7.8 Time in months between qualification and start of applications**



There is a suggestion here that the higher percentage of mature students not in post by March after qualification, and still seeking employment, is a consequence of different patterns of job-search, rather than of failure to be appointed to posts for which they apply. It may be that the students concerned delay starting to seek for positions.

Alternatively, it may be that students start to seek for positions before completion of their PGCE, but are not immediately able to find a post suitable for their circumstances.

This may explain the observation of Whitehead et al (1998) that a number of OU students who claimed to want jobs for September had nevertheless made no applications by May. If students have very specific job requirements, and only apply when appropriate posts become available, the time taken to enter employment may be longer than for those students whose choice of post is less constrained by their personal circumstances.

Media reports have suggested that older entrants cannot find jobs, but the OU data suggested that delays in entering unemployment could be a result of particular patterns of job search.

In order to investigate these issues further, a second research study was carried out. This was a follow up of students from the original telephone survey, aimed at investigating those who entered teaching more than six months after they finished their PGCE course. Letters were sent out to all of those students who, in the telephone survey:

- (i) expressed a willingness to participate in such research and
- (ii) **either** stated that they had taken up their first teaching post more than six months after the end of the PGCE course
- (iii) **or** had not taught at the time of the survey, but were intending to do so.

This sample comprised 270 recently qualified teachers (RQTs), 32% of the original sample, from whom a total of 60 responses have been received to date. The ages of these respondents are as shown in Table 7.2.

**Table 7.2**

Age group	Number of RQTs
<30	1
30-34	7
35-39	17
40-44	21
45+	14
Grand Total	60

The RQTs contacted were asked to complete a short questionnaire designed to update the information from the telephone survey by establishing details of teaching employment since July 1998. They were then asked to give an account of their own job-search, commenting on various aspects, such as the types of posts sought, geographical restrictions on schools to which they could apply, the level of pay they received, etc.

In the rest of this chapter, the RQTs' own descriptions are used to throw light on some of the issues raised by the quantitative survey. Added to this are comments from other students, made in response to a TES report on the telephone survey (Budge 1999), and from PGCE alumni who responded to a request for their views in a computer mediated conference.

Two possible (and not exclusive) hypotheses are considered:

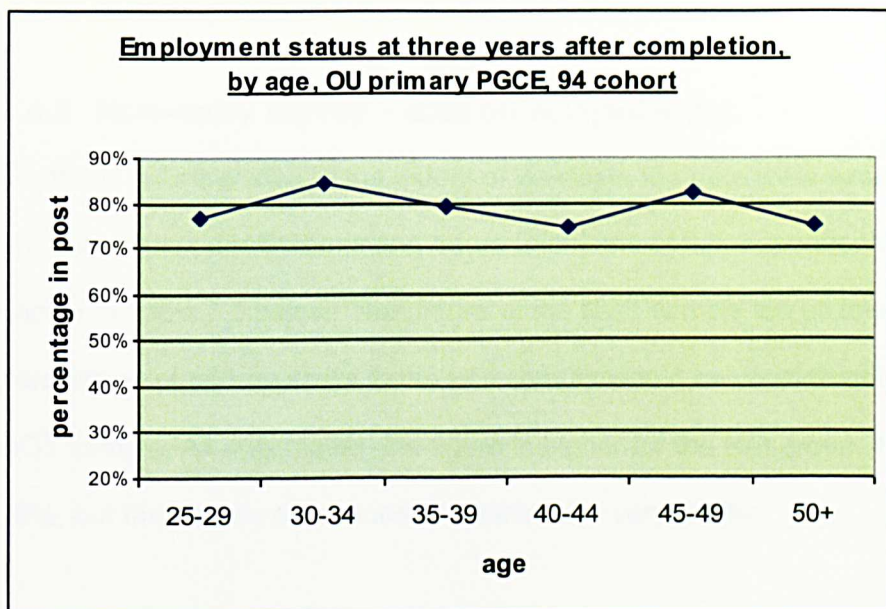
- 1      Mature students take longer to secure employment because they are not appointed to the posts for which they apply. They experience discrimination, directly on account of their age, and indirectly an account of the cost of employing them.
- 2      Late entry into teaching posts is a consequence of the nature of mature students' job-search and of the types of posts they seek, which are determined by their personal circumstances.

An analysis of telephone survey data on the numbers of applications made and interviews attended (Bird 1999), gave little indication that the majority of OU students experienced difficulty in obtaining teaching posts. It did, appear, however, that small minority of students, perhaps around 4% of the sample, experienced considerable difficulty. The postal survey asked whether teachers felt that they had experienced difficulty in obtaining posts, and if so, to what they attributed this difficulty. Thirty RQTs (half of the respondents) did consider that they had experienced difficulty. When asked to suggest what caused their difficulty, many suggested more than one possibility. The most common were: problems with finding appropriate posts (14), their age (12), and their cost to employers (three). This appears to give credence to both of the above hypotheses: the latter two relate to students not being appointed to posts for which they applied, while other students recognise that their difficulty lay in the particular posts they were seeking. Each of these areas was examined in more detail.



Analysis of the data for the 1994 cohort of OU Primary PGCE students, by age, showing employment status of the 1994 cohort, and represents the percentage of each age group who were in post at three years after completing their PGCE, see Figure 7.9.

**Figure 7.9 Employment status at three years after completion**



While there is some danger in comparing different cohorts, this graph is strikingly different from that for the 1996 cohort at one year after completion, which is shown in Figure 7.11. No clear decrease in employment with age is apparent. This suggests the possibility that the older entrants do enter teaching employment, but that they take longer to do so.

#### **7.4.2 Secondary point of entry to employment**

The analysis below considers this further and also pursues the following two speculations:

- 1 Among the oldest mature entrants, some experience difficulty in being appointed to suitable posts. This may be a result of a lack of posts of the sort that they are seeking within restricted localities, or it may be a result of some other factors such as discrimination as a result of their age. This accounts for the delayed entry observed in the age 45+ entrants in both groups.

2      Among mature trainees, and especially those whose personal circumstances leads them to train on part-time routes, there are those who seek part-time posts or posts in restricted geographical locations, which causes delay in entry. This may account for the greater extent of delayed entry among OU trainees aged 30-45 as compared to the group 2 trainees. In particular, some of the (mainly OU) mature entrants, who are second-income earners, may delay entry to employment until they find appropriate posts.

**7.4.3 Non-entry survey – data on delayed entry.**

To obtain a further idea of the extent of wastage, the data were examined to ascertain the subsequent destinations and future intentions of the respondents, the findings are shown in Table 7.3 below. The nature of the NQT sample led us to expect that the percentage of non-teachers in the HEI sample would be considerably higher than in the NQT sample. As anticipated, the figure is higher for the HEI group, 15% as opposed to 10%, but the pattern of responses is otherwise very similar.

From the HEI respondents, 71% of respondents had either taught since qualification or were intending to do so (73%). 15% did not intend to teach, and 7% were unsure. There is a strong indication here that the actual level of wastage between qualification and employment may be very low.

**Table 7.3      Destinations of questionnaire respondents**

<i>Group</i>	<i>Career destination</i>	<i>NQT sample</i>	<i>HEI sample</i>	<i>All</i>
Teachers	Entered teaching employment within 3 months of qualification	11 (16%)	12 (12%)	23 (14%)
Non-teachers	1. Not looked for posts, and not intending to teach	7 (10%)	12 (12%)	19 (11%)
	2. Have looked for posts and / made applications, but have not taught and do not intend to teach	0 (0%)	3 (3%)	3 (2%)
Delayed entrants	Have taught since qualification	34 (50%)	55 (57%)	89 (54%)

	Have not taught, but intend to do so	6 (9%)	4 (4%)	10 (6%)
Possible entrants	Have delayed entry, and are uncertain whether they will teach in the future	8 (12%)	7 (7%)	15 (9%)
Incomplete responses		3 (4%)	4 (4%)	7 (4%)
All		69	97	166

If a similar pattern were the case for the national cohort (see the TTA figures for those qualifying in 2002 below), and 71% of those recorded as not employed in teaching did actually enter teaching employment, then the percentage entering teaching would be at least as high as 87%, and could be (depending on the 'not known' group) well into the high 90%s. If this latter is the case, there may be little point in seeking to reduce wastage at this point, a focus on improving retention in training or in the early years of the profession would be more appropriate.

*TDA / GTCE delayed entry data to be inserted here*

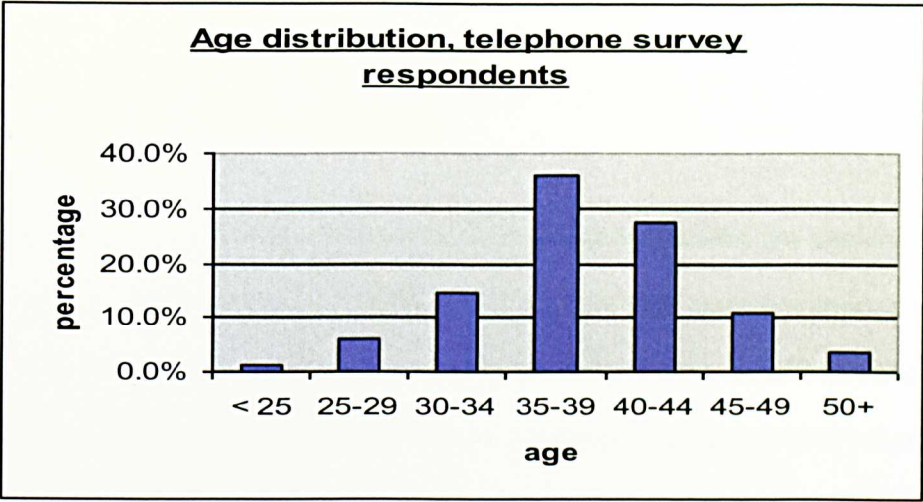
#### **7.4.4 Non-entry to teaching employment**

#### **7.4.5 Mature entry to primary teaching**

### **7.5 The OU Primary PGCE**

The OU Primary PGCE, offered between 2004 and 2009, was an 18 month part-time, distance learning course, starting in February and being completed the following July. The nature of the course meant that it was attractive to mature students, many of whom studied the course while in other employment. Others had family commitments that made a full-time course, or travel to a distant university inappropriate. For this reason, the age profile of the OU PGCE students was very different to that found in traditional ITT institutions. Figure 7.10 shows the age profile for OU samples used in this study.

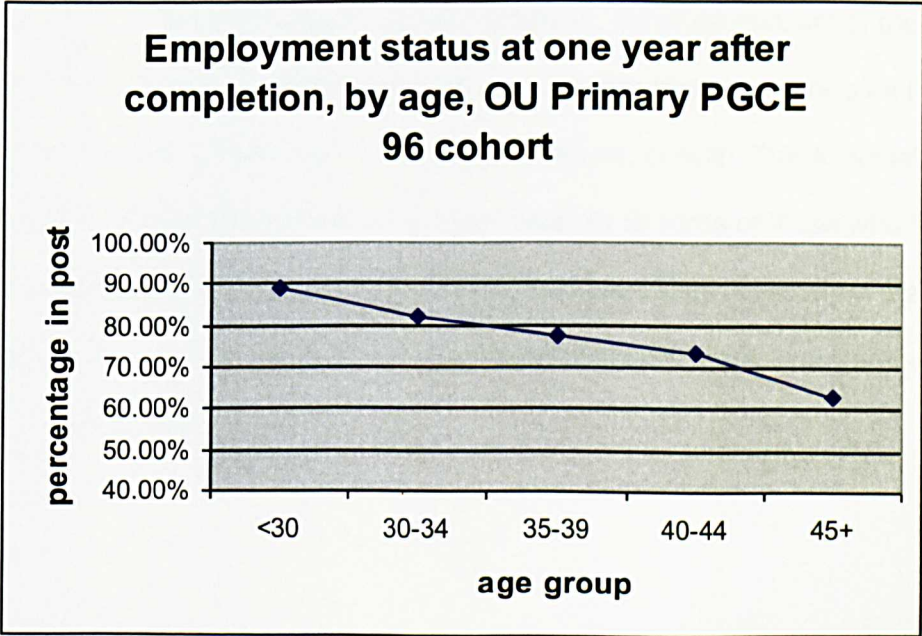
**Figure 7.10    Age distribution, telephone survey respondents**



99% of the students were over the age of 25, and thus fall into the 'traditional' mature category. This section reports on the entry of these mature teachers to the teaching profession, and relates this to the issues which have been identified in the research literature.

Survey data for the 1996 cohort (completed July 1997), representing their employment status one year after qualifying was analysed by age on completion. The percentage in each age group who had entered employment is shown in Figure 7.11.

**Figure 7.11    Employment status at one year after completion**





As in the national data, the percentage employed falls off markedly with age. This appears consistent with Howson's (2000, *Ibid*, p.xxxx) contention that 'older trainees remain less likely to get job than younger NQTs.'

Dean's assertion (TES, 1996, *ibid*, p.xxx) is that those who are seeking, but have not obtained, posts nine months after completion of their course comprises a large proportion of those who trained as mature students, the clear implication being that these trainees are unable to find posts. However, Howson (1996) noted that

*What is obvious is that fewer of the older students end up in teaching. What we do not know is whether this is by choice or because they are unable to find a teaching post.*

This study aimed to explore this question further.

### **7.5.1 Age and cost**

Researchers have agreed that 'maturity is likely to be a positive attribute and the mature applicant for a post a 'quality product' (Ashcroft and Peacock 1993, p.57, Chambers 1993). However, there is evidence to suggest that some mature qualifiers experience difficulty in entering the profession, either on account of the extra costs involved in employing older entrants with relevant experience, or as a result of discrimination on account of their age, or gender, or both. The Association of Teachers Against Ageism (ATAA) provided case histories of some of those who had been unsuccessful in obtaining employment (Jackson, 1999). A recurrent theme among these personal histories is the appointment of young NQTs in preference to mature entrants or re-entrants.

**7.5.2 The cost of employing mature entrants to the profession**

Smithers (1999b, p.3) writes, 'It has been suggested that the apparent bias against older teachers is an unintended consequence of financial delegation'. There is a certain amount of evidence to support this view (Chambers (1993). Huckman and Hill (1994) studied Local Management of Schools, and quote one head teacher who stated

*We've recently appointed someone younger and cheaper, but I'm uneasy about whether she's going to be as good as the one we haven't appointed, but she's on a fixed term contract anyway. (p.191).*

A memorandum submitted to the House of Commons Education and Employment Committee, reports that contributing head teachers had drawn attention to

*The financial constraints which sometimes forced them to appoint the youngest and the cheapest rather than the best (Robinson et al, 1997 p.90).*

Open University survey responses indicated that the issue of cost is a very real one. Of those responding to the questionnaire, 51 RQTs had been employed in teaching since completing their PGCE. Table 7.4 indicates whether or not, in their first post, they received extra spine points (above those awarded for their degree) for previous experience.

**Table 7.4**

	Paid extra spine points	No extra points	Don't know / no response
Number of teachers	16	28	7

Many of the teachers who responded did not receive any allowance for previous experience. In some cases, this was because they had no experience that would be recognised as entitling them to a salary at a higher spine point. In other cases, no allowance was made for relevant experience. A number of the teachers felt aggrieved about this, and saw the situation as being unfair:

*I was only paid at one point above lowest on pay spine. I thought it very unfair, and the low financial reward was one of the reasons I left the teaching profession.*

However, in other cases, teachers were paid for previous relevant experience, and in two cases were awarded recruitment/retention points. For example, one teacher was given extra points,

*...as the school had great difficulty getting staff (it had a bad name for disruptive children then). I would not have been given these points in other schools.*

The issue of the cost to schools was seen by many of the teachers as an important factor in determining their success in finding employment. Many felt, rightly or wrongly, that they would not be appointed if they sought remuneration for previous experience, or believed that they had lost out to cheaper, young NQTs in competition for posts.

*I feel I could justifiably have been awarded a higher point on the pay scale. However, I felt asking for this at interview would put me at a disadvantage, especially as my job was at a small village primary with a very tight budget!*

*I found that 'younger', 'cheaper' candidates were offered the majority of posts.*

*A number of the teachers were quite clear that they were at an advantage if they were 'cheap'.*

*I started at zero as I was unaware at that time that I could use previous relevant experience. However, the school that gave me my first valuable 2 term experience was in financial difficulty and my 'cheapness' was a definite advantage to me.*

It was clear from many of the responses that the recently qualified teachers (RQTs) believed that schools were not willing to consider applicants who were (or were perceived to be) 'expensive'. One teacher commented that she made it clear on her applications that she would not be entitled to extra spine points for any previous experience. Another reply was particularly interesting:

*I applied for a great many jobs in the first six months after I qualified and did not get called for many interviews. This was a similar story to my friend who had qualified at the same time from a different university. We are both a similar age. One of the referees I was using told me they had been asked for references frequently for both of us and had been told we had not been called for interview because it was assumed we would not be starting at point 2 of the payscale because of previous experience (We were at point 2). When I started to include this information in my applications I received 3 interviews!*



The same applicant adds 'I would not have tried to use previous experience to gain additional points although I had experience'.

The majority of these teachers started their teaching employment on temporary or fixed term contracts (discussed below). The salary they were paid in their first post was seen as being a very important factor in subsequent job applications. In these terms, an initial post on a low salary was seen as making the teacher 'cheap', and therefore employable. Teachers who started at the very bottom of the scale, without allowances for a good honours degree, regarded themselves as especially good value for money, combining maturity and experience with costing less than many young NQTs.

*First job took no account of 1<sup>st</sup> degree or other post-grad qualifications and previous experience put me on pt '0' – this helped to get a 2<sup>nd</sup> temporary post for two terms. MATURE and CHEAP!*

Where teachers were awarded extra points for previous experience, this was not always an advantage. In some cases, the payment of extra points in an initial post meant that teachers found it hard to obtain subsequent posts because they were seen to be expensive, but without corresponding classroom experience.

*I came into teaching with a salary 3 points up the scale. Made me too expensive for some.*

*I was given 5 points at the start – 15 years of work outside the teaching profession. I think this put me at a disadvantage.*

It could, reasonably, be argued that these are all opinion, without being backed up by evidence. However, some NQTs had had these suspicions confirmed by what they were told by schools. One teacher quoted his wife's experience:

*She also phoned up a school in ..... for the job application form and was told not to apply because she was too expensive as she was a mature student.*

It is clear that indirect discrimination against older NQTs does exist. Many of these mature students applying for posts in primary schools are aware of the tight budgets within which schools are working; some, indeed, have personal experience of this from posts on school governing bodies. There is a real issue here, however, if mature entry is to be a possible route to solving teacher supply problems. Teaching as a profession is still seen as poorly paid, and career-change teachers often face a drop in salary. It is hardly an encouragement to enter the profession if teachers need to forgo any entitlement to higher payment for previous experiences, in order to obtain posts. One of the responding teachers wrote the following comment about helping and advising mature NQTs:

*In my case selling myself 'short' worked but it's not advice that should be given! Trained professionals with valuable life and employment experience should not need to 'sell themselves short'.*

### **7.5.3 Age discrimination**

While the financial issue is clearly a real one, Smithers (1999b) and Jackson (1999) have suggested that this represents only part of the picture and that ageist employers, who prefer to recruit younger teachers, discriminate against mature entrants. The issue is, however, by no means a simple one of ageism, with some students and schools seeing maturity as a positive attribute (Whitehead et al 1997, 1998).

In order to try to shed more light on this area, RQTs were asked to comment on whether they considered maturity and previous experience to have been an advantage or disadvantage in applying for posts. Responses highlighted two different aspects of this issue. The first consideration was that of the value of maturity and previous experience to the individual themselves in terms of their own ability to cope in the classroom and/or in applying for posts. The second aspect was that of the extent to which maturity was seen as influencing the outcome of job applications. This latter was related, in a number of cases, to the RQT's perception of discrimination on account of their age. A further question asked RQTs whether they considered that they had encountered any form of discrimination in applying for jobs. The responses to these questions are discussed together.

In terms of the advantages of maturity, a number of respondents were very clear that their own life experiences were of benefit both to themselves, to the schools in which they found employment, and to the children they taught. They commented that their previous experience helped them to relate easily to teachers and to parents. In particular, several respondents commented on the value of their experience with their own children. This was seen as helpful both in helping 'to understand children better', and in helping teachers to cope in the classroom, especially in the case of teaching 'difficult' or SEN pupils.

*Maturity is definitely an advantage. I keep calm by reflecting on experience with my own children. I could use own experience of pubescent child not to take 'moody' youngsters personally.*

Maturity was also seen by some to be very important in providing confidence in applying for jobs. There are clear indications that confidence and the corresponding

ability to 'sell yourself' and your skills have an important influence on success in finding employment.

*I had the confidence of age to approach job interviews knowing that I would not get the first job I went after, but would make it eventually.*

*Maturity and experience gave me the confidence to knock on doors and ask for work/introduce myself. I had been successful in previous employment, so felt sure I could be a reasonable teacher – this probably came across in my approach to schools. No special skills except the ability to convince heads they needed me.*

A number of the teachers who commented on the value of maturity to their teaching also felt that maturity had contributed to their success in obtaining employment, and this had, in some cases, been confirmed by their employers, or by other head teachers.

*Maturity and previous experience in industry were an advantage. My first employer told me these areas helped me obtain the position.*

*Age and my experience as a parent have helped because most head teachers prefer 'older' candidates as they deem them more reliable – at least this has been the opinion of head teachers I have spoken to.*

*I got my present job because I was a mature NQT – a younger one (NQT) would not have got the post because they lack the experience in dealing with the range of children's needs that our school has – the head told me this when I was appointed.*



However, these quotations represent only one side of the story. Many other teachers felt that their maturity, their own experience as parents, and their previous employment experiences were at best disregarded and, at worst a disadvantage in applying for posts. As with the issue of cost, many claims could be dismissed as unsubstantiated opinions, but a number of the respondents were able to quote comments from head teachers and others which appear to confirm their view that they were denied posts on the basis of their age.

*I know my age excluded me from getting an interview at one school, despite being an obvious candidate. I did not get an interview and was told by the deputy that the head wanted a younger person.*

*I was told by the school that the deciding factor in not being selected was that they decided on a younger candidate.*

*I was unofficially told that I was exactly what they wanted apart from my age!*

*I am a governor at a primary school – have been at the other side of this – we had had plenty of middle aged ladies and preferred to appoint a younger teacher to balance staff.*

A number of respondents commented that they considered that head teachers felt threatened by mature entrants, especially by those with considerable employment experience, for example in management. They believed that headteachers preferred to appoint young NQTs who would be 'suppliant' and could be 'moulded'.

*My experience didn't really count or was seen as a threat to the teaching profession.*

*Maturity disadvantage – strong opinions often not wanted from an NQT, who should be malleable.*

*In conversation with headteachers I'm sure that my age was a threat to them and they are basically (still) happier to have a suppliant staff of younger ones. Men are basically frightened of older men. I'm not so sure of female head teachers.*

George and Maguire (1998) suggest that mature women are further discriminated against on account of their gender. This is particularly because, 'Headteachers may worry that family commitments may make mature students (especially women) less serious about their careers' (Ashcroft and Peacock 1993, p.69).

A number of female respondents felt that they may have experienced discrimination on account of their gender, especially when competing with men for positions in primary schools. This respondent also mentions her family commitments:

*I do feel that some schools may have avoided offering interviews because I am a married woman with young children. If I was a man, I think I would have a permanent post by now. Primary schools want to recruit men to encourage boy pupils to achieve well academically. At the moment girls attain higher results than boys and some heads attribute this to the predominance of females in primary teaching posts. I have applied for several posts in the area but have not been successful. Very often the posts went to younger teachers without family commitments.*

The only other women who mentioned family commitments were those with older families who considered that they were a good option as they would not leave employment for maternity. In contrast to the many women who felt that men were preferred for primary posts, one of the four men in the sample believed that he had been discriminated against in applying for posts on the basis of his gender – and he was not suggesting positive discrimination.

The responses of these RQTs do suggest that the experience of age discrimination is a real one, although by no means universal. While it seems clear that some head teachers do discriminate against older applicants, for whatever reason, other head teachers recognise the value of maturity and experience and are happy to employ mature entrants.

#### **7.5.4 Part-time employment**

Fifteen respondents indicated that they felt that their difficulty in finding employment was a consequence of the types of posts they were seeking, and the geographical area to which they were restricted.

RQTs were asked to comment on geographical restrictions on the posts they sought. Of 56 who replied, only two students stated that they were not restricted to a particular area. Forty nine RQTs were not prepared to take posts more than 30 minutes from their homes, and many of these specified travel times of only 15-20 minutes. A number of students were only prepared to accept posts in their own 'small town' or village, with one student restricted by 'two wheeled transport'.

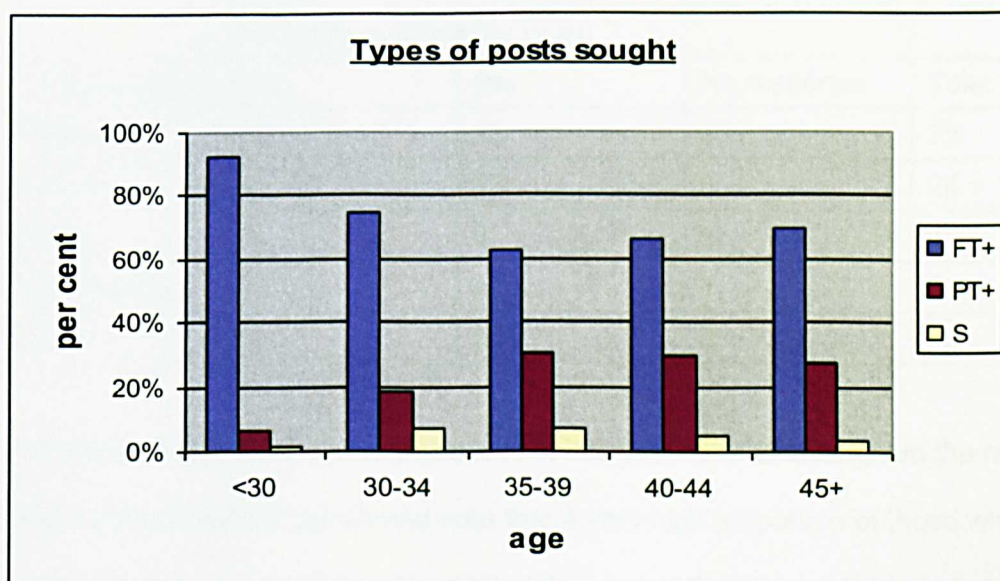
For students living in urban areas, with many schools within a short distance, geographical restrictions of this sort were not perceived as a particular problem, unless combined with other specific requirements for the nature of the post. In rural areas, this

was quite different, with some students being restricted to only a small number of schools to which they could apply for posts. One (unsuccessful) applicant would only consider posts in a single school.

The reasons for the limits to the areas in which RQTs would apply were as expected from this group of mature entrants, and would be less typical of a group of younger NQTs. Forty four respondents (43 women and one man) indicated that the reason was related to childcare, family, or other carer responsibilities. In many cases the RQTs had young, often primary-age children, and were restricted to jobs near to their own homes in order to care for their own children after school.

Mature entrants may also apply for different types of posts to those sought by young NQTs, who typically require full-time positions. It is likely that the type of post sought, as well as geographical considerations, will affect the applicant's success in the job market. A breakdown of the types of posts sought by students in the OU telephone survey showed the following:

**Figure 7.12 Types of posts sought**





FT+ indicates all those who applied for full-time posts, including those who also applied for part-time and/or supply positions. PT+ includes those who applied for part-time or for part-time and supply posts.

Under the age of 30, over 90% of NQTs were seeking full-time employment. Above that age, the percentage of those only willing to take up part-time or supply posts increased, peaking in the late thirties, this almost certainly corresponding to women with family commitments. Telephone survey data indicated that 81% of students seeking full-time posts made applications before completing their PGCE as opposed to 64% of those who sought part-time posts. The conclusion seems to be that more of those seeking full-time posts obtain jobs soon after qualification, partly because they tend to start making applications sooner. Those seeking part-time posts may take longer to identify posts suitable to their circumstances.

Table 7.5, produced from the postal survey data, relates consideration of difficulty in obtaining posts to the types of posts sought.

**Table 7.5      Difficulty in obtaining posts**

	Difficulty in obtaining posts			
Preferred post	no	yes	No response	Total
Full-time	12	13	3	28
Part-time	7	13	5	25
Supply	1	0	0	1
No response	1	4	1	6
Total	21	30	9	60

While it is necessary to be very cautious in interpreting this table, given the number of other factors involved, we should note that a very high proportion of those who preferred part-time posts considered that they had difficulty in obtaining posts. Of the 13 seeking part-time employment who experienced difficulty in obtaining posts, eight

attributed their difficulties to finding suitable posts, as opposed to only five out of thirteen (two of whom had specific requirements for SEN work) seeking full-time positions. Only two of those seeking part-time posts mentioned age as a possible cause of their difficulty, as opposed to eight of those seeking full-time positions. This may reflect very different competition and constraints in seeking for different types of posts. This is borne out by the types of comments made by responding NQTs:

*I was looking for a part-time permanent post and I feel that this is the main reason I had difficulty finding a job. There do not seem to be many part-time jobs within teaching. There was very little in the way of part-time jobs, none locally.*

*I was not aware how hard it would be to find a part-time job. In the end I took full time work for a year. This gave me the experience needed to obtain a part-time post. (I felt part-time jobs went to experienced teachers for the most part).*

*I think I was ruled out on age grounds for the type of post I applied for at first (permanent full time). I was 40 on qualification. Before I qualified I applied for FT posts. I applied from Easter time to start in September. I applied for about 12 posts and got no interviews.*

From the responses received, many of those seeking posts, especially part-time posts, used supply teaching as a way to becoming known by schools in the area, and of obtaining experience, and through this finding temporary and, eventually, permanent posts. Some adopted this route because they were initially unable to find the sort of post they required. For others it was a deliberate choice.

*I found supply work by making appointments with heads locally, introducing myself and taking C.V. I offered to work part of a day to 'see the school' and meet teacher/children – result – plenty of local supply work. [This teacher is now in a permanent post which 'fulfils all my "ideal" criteria', and states 'I have never applied for a post – they have come to me'.]*

*I found part-time employment (which was what I wanted) after 1 term of supply. It was because of the supply I got the job. I was asked to do some supply teaching which led to me being offered a two term temporary contract.*

*I was offered my first contract without making a formal application, after working as a supply teacher for a term. I would recommend this route.*

### **7.5.5 Casualisation**

Consideration of the entry of many of these students to teaching raises two further issues for consideration. One of these is the casualisation of the teaching force, with an increasing proportion of teachers employed on fixed-term contracts (Williams 1997). This has important implications for new entrants to the profession, especially since newly qualified teachers are the most likely to be appointed on fixed-term contracts (Millet (1997 p.16).

The accounts from the sixty questionnaire respondents suggest that the majority of them entered teaching on temporary or fixed term contracts, and that obtaining permanent positions took some time to achieve. This is well illustrated by looking at the respondents from the 1994 cohort who qualified in 1995, as compared to the 1996 cohort who qualified in 1997. Of those in employment, 12 of the 1994 cohort were in permanent employment, with two in part-time employment but seeking permanent posts. The picture for the 1996 cohort is strikingly different. Only two of this group are

in permanent posts, with eight RQTs employed on a temporary basis but seeking permanent positions. One student's individual experience indicates the difficulties of searching for permanent posts:

*I started to apply for posts before I finished my course and for two years after. I only wanted a permanent post, which I feel restricted my applications. I found that people who had worked in the school on temporary posts got the job. I was on the Primary pool for 2 years and only had about 3 contacts. These all offered short-term contracts. All the younger students I know found work immediately but did take short term/temporary contracts.*

Steve Jackson, chairman of the Association (personal communication, Jackson1999b) wrote about this issue. He points out that the insecurity of protracted periods of supply or temporary positions is something that NQTs can only easily cope with if they are not the main bread-winners of a family, or have another source of income. For others, the financial insecurity may make this route difficult or impossible. In several cases, including the student quoted above, NQTs were unwilling to give up permanent posts in which they were already employed for the insecurity of short-term teaching employment. At least one such student has subsequently accepted other, longer-term, employment (on a higher salary).

Jackson points to a possible difference between many (although not all) of the OU students included in this research and those mature PGCE students who have undertaken full-time study at other ITT institutions. Many OU PGCE students have studied while still in paid employment, or have the support of a partner's income. In contrast, he asserts, full-time students have often left employment in order to study and, as mature students, are already suffering 'extreme financial degradation'.



For many students, both from the Open University and other institutions, who need the financial stability of permanent employment for the September after qualification, the type of job search mentioned here is not a possibility. Neither, for many, will be the option of 'selling yourself short' as a cheap, mature entrant. However, where financial circumstances permit, and with patience, this can provide a route into permanent teaching employment, although Jackson again urges caution:

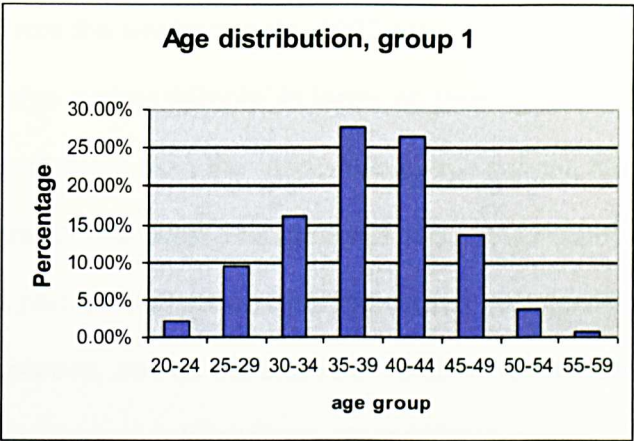
*Many who have worked on temporary contracts, helping schools through Ofsted and received glowing reports from parents and colleagues have found that, even though the school gives an impeccable reference, they preferentially employ a younger person when a full-time vacancy arises. The hard work of the individual only results in their becoming more experienced, therefore more expensive and less employable!*

Increases in temporary and short-term contracts are by no means confined to the teaching profession. Nevertheless, those who hope to ease recruitment problems by encouraging mature, career-change entrants to the teaching profession are unlikely to succeed unless these new entrants are able to move into full-time employment on qualifying, and subsequently to move rapidly into permanent positions.

## **7.6 The OU Secondary PGCE**

The age profile of the respondents is as shown in Figure 7.13 below:

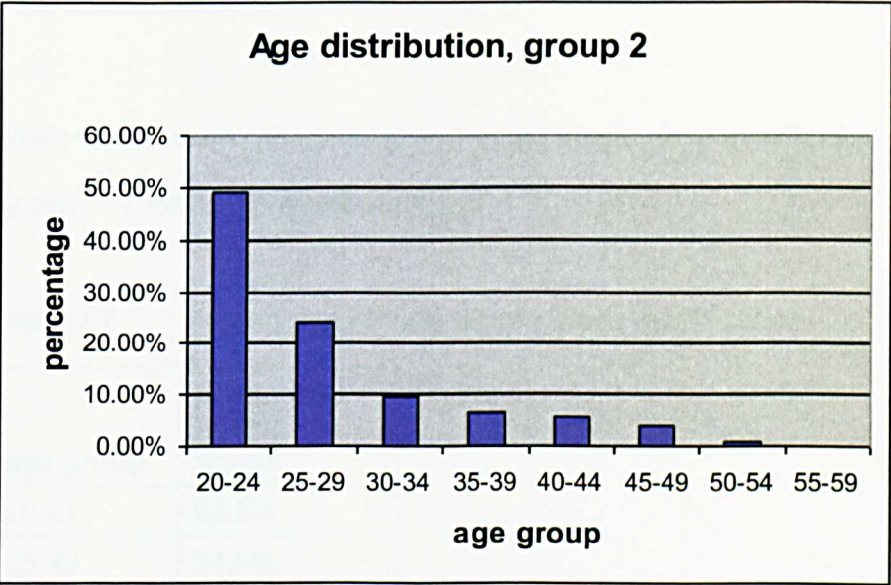
**Figure 7.13    Age distribution of OU respondents**



**Group 2**

As compared to the group 1 respondents, the comparison group shows a very different age profile, as indicated in Figure 7.14 below:

**Figure 7.14    Age distribution group 2 respondents**



The whole sample breaks down as follows:

**Table 7.6      Survey sample**

	Group		
age	Group 1 (OU)	Group 2 (other)	All
Young (< 30)	12%	73%	32%
Mature	88%	27%	68%

From the whole sample, 1092 respondents fell into the 30+ age groups, providing a large mature sample. In terms of drawing conclusions about mature entry to the profession from the responses to this survey, it is important to note that a large majority are OU trainees. The personal circumstances of mature trainees who choose to follow a part-time, distance-learning course may be different to those of trainees on full-time courses, and so the analysis identifies differences between the mature OU trainees and their counterparts on other training routes.

**7.6.1 Entry to employment**

Of the 1631 trainees who responded to the survey, 94% had taught since completing their PGCE. The percentages for Group 1 and Group 2 respondents were the same. Given the indications from national surveys of the lower rates of employment among older qualifiers, this seems surprising.

When the figures for the numbers who had taught since qualification were broken down by age, the following results emerged:

**Table 7.7      Percentage having taught since qualification**

<b>age group</b>	<b>percentage having taught</b>
20-24	93.5%
25-29	94.5%
30-34	92.0%
35-39	94.3%
40-44	94.9%
45-49	92.2%
50-54	93.3%
55-59	85.7%

The breakdown shows little variation across the age groups, with the exception of the markedly lower % for those over the age of 55 (although this age range represents only seven individuals, so this finding should be treated with caution<sup>8</sup>).

Among those trainees (103) who had not taught since completing their PGCE, a further 41 were still intending to enter teaching employment. This gives a total of 1569 having entered or definitely intending to enter teaching, over 96% of respondents. A further 20 respondents were unsure of their future plans. Overall, only 2% of respondents had not taught and had no intention of teaching. This represents a very low level of wastage between qualification and employment.

The numbers involved are quite small, but there does seem to be a difference here between the two groups, see Table 7.8:

**Table 7.8      Intentions of those who have not taught**

	<b>Intentions of those who have not taught</b>			
<b>Group</b>	definitely teach	not teach	unsure	all
Group 1 (OU)	36	25	7	68
Group 2 (other)	5	17	13	35
All	41	42	20	103

While only a small minority in Group 2 still have a definite intention to teach, the majority of the Group 1 non-teachers still intend to teach in future. There is a question as to how realistic the aspirations are of those still intending to teach, if they have had no teaching employment in several years since their training, but note in this context that the primary follow up survey reported in the previous chapter found that at least

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<sup>8</sup> But, similarly, very high percentages are observed for this age group in DfES data – these were not included on the chart above because of the small numbers involved, and the inaccuracy consequent on rounding in published data.



70% of those expressing an intention to teach in the future did subsequently enter teaching employment.

The figures for entry to teaching employment suggested by this survey are considerably higher than the figure suggested by some national data. DfES modelling uses non-entry rates for successful completers which range from 16% for female primary teachers to 30% for male secondary (DfEE, 1998c). Data from DfEE/DFES, (1997–2004), indicates that approaching one third of those gaining QTS are not teaching full- or part-time in maintained schools by the end of the financial year in which they have qualified. It has previously been argued (Bird, 1999, 2002a, Moon and Bird, 2003) that these figures are likely to considerably under-represent the extent to which NQTs actually enter teaching employment, because single point data collection carried out relatively soon after qualification, omits those who, for one reason or another, delay their entry to teaching employment. Howson (2000) notes that ‘many of the remaining NQTs may have entered teaching since the figures were compiled, as vacancies occurred during the year’.

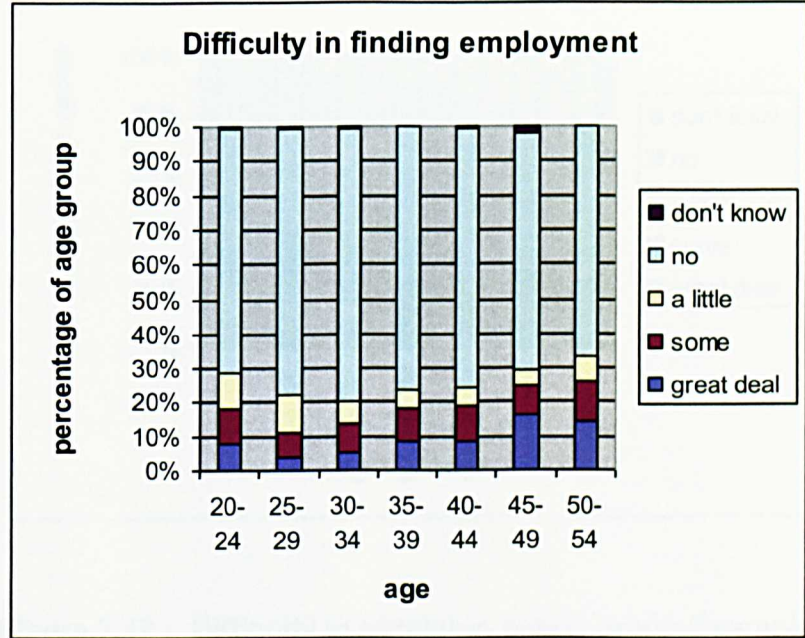
Howson (2003) using data provided by the DfES, looked at mathematics trainees at five years after completion of training and found that 85% had been in service at some point in the five year period. This figure of 85% for those completing training in 1995 compares to a 33.9% loss for that cohort shown by the published data (DFEE, 1988). As the 85% figure omits those who work on a supply basis or have been employed part-time and have not entered the Teachers’ Pension Scheme, this appears quite consistent with the low level of wastage indicated by the current research.

### **7.6.2 Difficulty in finding employment**

It has been suggested that mature trainees experience difficulty in being appointed to teaching posts, which seems particularly likely as a possible reason for late entry among older mature trainees. The questionnaire asked trainees who had taught since

qualification to indicate whether they considered that they had experienced difficulty in obtaining their first teaching post. This question intentionally gave no indication of what might be considered to be 'difficult', or what reasons there might be for such difficulty. The aims of this were, firstly, to ask for respondents' perception of whether or not difficulty was experienced and to see whether this varied with the age of the applicant, and, secondly, to enable a sample to be selected for a more detailed, follow-up study which might illuminate the difficulties encountered.

**Figure 7.15    Difficulty in finding employment**



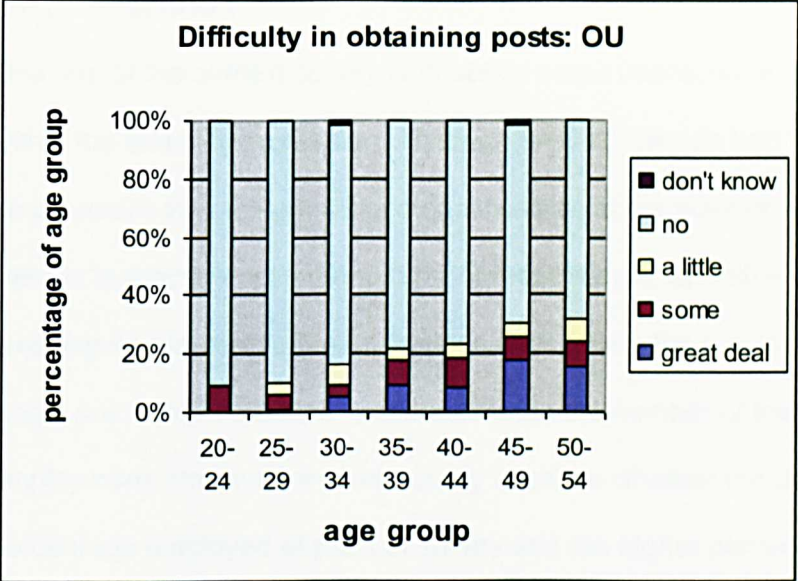
The chart above, Figure 7.15, shows that a number of trainees considered that they experienced difficulty in obtaining posts. In view of the discussion above, the increase in the levels of perceived difficulty in the 40+ age groups is as anticipated. What is perhaps more surprising is the relatively high level of perceived difficulty among the youngest age group. In the overall sample, perceived difficulty of obtaining a first post is lowest among those in their early thirties.

Considering the two groups separately, intriguing differences emerge. For the Open University group, the extent of perceived difficulty shows a clear pattern, with both the

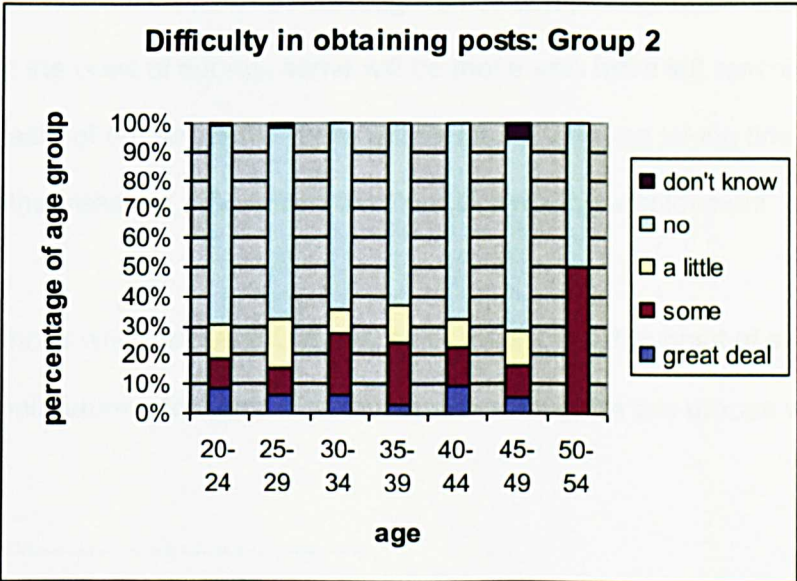
proportion of respondents considering that they experienced difficulty, and the extent of that perceived difficulty, increasing with age, see Figure 7.16.

For the group 2 sample, the same pattern is not clearly present, with around a third of respondents indicating difficulty in all age groups, and only the over 50s showing a noticeably higher proportion who claimed to have experienced difficulty, Figure 7.17.

**Figure 7.16    Difficulty in obtaining posts: OU sample**



**Figure 7.17    Difficulty in obtaining posts: group 2 sample**



The different patterns of perceived difficulty among the two groups may relate to the different patterns of training and of job search – they may also relate to different perceptions among the groups of what constitutes difficulty. The data collected here, in any case tell us little about the extent to which actual difficulties may have been experienced. In the next phase of the research, those who indicated that they considered themselves to have experienced considerable difficulty will be contacted to ask about their experiences.

### **7.6.3 Retention**

One aim of the current survey is to obtain some indication of the retention of trainees within the teaching profession. Although 94% of trainees had been in teaching employment at some point since qualification, at the point of survey only 1317 trainees were in teaching employment (81% of respondents, and 86% of those who had entered teaching employment). These findings concur with the previous contention that any single point data collection<sup>9</sup> underestimates the number of trainees who enter teaching employment. However, it is necessary to ask to whether the difference between the percentage employed at point of survey and the higher percentage who entered teaching employment represents movement out of the profession, or short-term movements in and out of teaching employment, especially among women with young families. Of those who had taught since completing their PGCE, but were not teaching at the point of survey, some will be those who have left teaching within the first few years of employment. There will be others who are taking time out, for maternity and other reasons, who intend to return to teaching employment.

Those who had taught but were not teaching at the point of survey were asked about their future intentions. The responses among the two groups were as follows:

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<sup>9</sup> Macdonald (1999) comments on criticisms of statistics collected in this way, p3.



**Table 7.9      Future intentions of those who have taught but were not teaching at point of survey**

	Yes	No	Don't know	Total
Group 1 (OU)	48 (35%)	60 (43%)	30 (22%)	138
Group 2 (other)	24 (35%)	20 (29%)	25 (36%)	69

In each group, 35% of those who were not teaching were intending to teach again.

Among the OU group, a higher proportion stated that they did not intend to teach in future – correspondingly more of the group 2 respondents were unsure.

These figures indicate that, among those who had entered teaching employment since qualification, there had been a drop out rate of 5% who definitely did not intend to teach again and a further 4% who were unsure, corresponding to a wastage rate of up to 9% in the first few years of teaching. Note here the difference between the two samples in terms of the different length of time since they qualified – more detailed analysis of this data will take this into account.

The questionnaire asked all respondents to indicate their future intentions. The findings for the 1628 who replied are indicated in Table 7.10 below:

**Table 7.10      Future intentions**

<b>How long do you anticipate teaching?</b>	<b>number</b>	<b>%</b>
Until retirement	698	43%
More than 10 years	119	7%
Between 5 and 10 years	254	16%
5 years or less	174	11%
Don't know how long will continue teaching	186	11%
Have taught and left	80	5%
Have not taught and will not teach	42	3%
Unsure whether will teach	75	5%

43% intended to teach until retirement, but 10% of those still in teaching employment intended to teach for five years or less – this in addition to the 5% who have already left the profession. A more detailed analysis of this data will be carried out in order to give a fuller indication of the number of years served by mature trainees in each age band. It is significant that a number of teachers are unsure how long they will remain in the profession. In terms of retention, one of the essentials must be to find out more about this group who are undecided about their future, and to identify the needs that must be met if they are to be retained in teaching employment.

#### 7.6.4 Reasons for leaving

The questionnaire asked those who had decided not to enter teaching employment, had taught and left teaching, or were intending to leave within the next five years what their reasons were for leaving the profession. Table 7.11 below shows the responses for the three groups. Factors are ranked by their overall frequency of occurrence, and, for each group, the three most commonly reported factors are emboldened.

**Table 7.11      Reasons for not teaching / leaving teaching**

Reason for not teaching / leaving teaching	All (n= 251)	Not teaching (n = 42)	Taught, and left (n= 39)	Likely to leave within five years (n= 170)
Workload	50%	<b>38%</b>	<b>38%</b>	<b>55%</b>
Stress	41%	26%	<b>26%</b>	<b>48%</b>
Pupil behaviour/discipline problems	39%	31%	<b>33%</b>	<b>42%</b>
Salary	32%	<b>38%</b>	23%	32%
Paperwork/admin	25%	17%	13%	31%
School management/bureaucracy	24%	19%	18%	27%
Personal/family circumstances/retirement	23%	12%	23%	26%
Status of teaching	21%	21%	21%	21%
Felt unsuited to / did not enjoy teaching	15%	19%	23%	12%
Offered alternative employment	13%	<b>36%</b>	13%	8%

Lack of career prospects	12%	12%	18%	11%
Unable to find suitable post for which to apply	9%	14%	15%	6%
Applications unsuccessful	8%	29%	10%	3%
School resources	8%	5%	8%	9%
Range of subjects you were required to teach	4%	0%	5%	4%
Other	12%	31%	5%	9%

In the two columns representing those who had taught since qualification, the three most common factors are identical: workload, stress and pupil behaviour, with workload the single most important factor: this is in line with other research on why teachers leave teaching. The pattern for those who decided not to enter teaching is different, with salary ranking as highly as workload, and the offer of alternative employment featuring in the top three factors. Unsuccessful applications also appear as an important factor.

These responses will be explored further in relation to the training route, age and gender of the respondents.

### 7.6.5 Salary issues

It has been suggested that mature trainees experience difficulty in being appointed to teaching posts because schools discriminate against them indirectly on the basis of the extra cost (or a perception of the extra cost) of employing mature newly qualified teachers as opposed to their younger counterparts. Certainly, mature entrants may be entitled to higher salaries on the basis of previous relevant experience. This payment is not mandatory, and may be left to the discretion of individual schools. In previous OU research on mature primary trainees (Bird, 2002), the issue of employability as related to the expense, or perceived expense, of employing mature trainees emerged clearly, with many trainees feeling obliged to forgo financial recognition of previous experience

in order to secure employment. Such issues are likely to be of particular significance during the current concerns over school budgets and possible redundancies.

The NUT state, clearly:

*For cash-strapped schools, taking on a mature teacher with a higher salary is an obvious deterrent. But that is the fault of the current salary structure and the financing of schools. The profession needs to attract mature entrants who can bring a wide range of experience into schools. (Ghouri, 1998, p.6).*

However, Smithers (1999b, p.3) wrote

*It has been suggested that the apparent bias against older teachers is an unintended consequence of financial delegation... However, in a secondary school budget of several million pounds, it is hard to see the extra few thousand needed to appoint an older recruit making that much difference.*

The current quantitative survey was unable to investigate the extent to which trainees felt that their expense affected their employability, and this will be investigated further. However, the survey did ask trainees about any allowances they received in their first posts. First, they were asked whether they received spine points for previous relevant experience, see Table 7.12.

**Table 7.12 Allowance for previous experience**

Were you paid spine points for previous relevant experience?	
Yes	39%
No	59%
Don't know/can't remember	2%



58% of those who did not receive spine points believed that they should have been entitled to receive spine points for previous relevant experience. This represents 33% of all those who had taught. In the previous study of primary teachers, these issues over the salaries of mature trainees were identified and it was suggested that there is an issue here if mature entry is to be a possible route to solving teacher supply problems. It is hardly an encouragement to enter the profession if teachers are to find their previous experience devalued in this way. It is clear that the dissatisfaction of which Bullock and Scott wrote in 1993 'There was some dissatisfaction among new teachers at the lack of automatic recognition, in the form of salary increments, of work and life experience', still exists. Perhaps only a re-thinking of the way in which teachers' salaries are funded will solve such problems; on the other hand, it will be of interest to see whether recent changes to teachers' pay scales will reduce the scale of any problem that may exist.

However, the current study throws an interesting light on this question. Among those who responded to the question about entitlement to spine points, many of those who stated that they thought that they should have been entitled to spine points for previous relevant experience were among the youngest group of entrants, so it may be that this highlights not a mature issue, but rather an issue with salaries in general. This will be explored further.

#### **7.6.6 Types of posts**

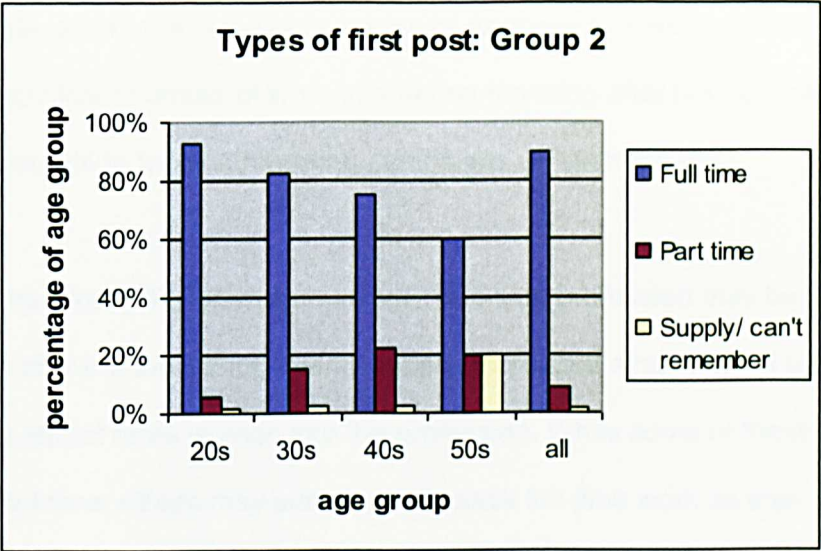
Figures 7.18 and 7.19 show the types of first posts entered by trainees from each of the two groups, by 10-year age bands:

The chart for group 2 is as we would anticipate, with the majority of the youngest entrants entering full-time employment, but with a substantial minority of the mature trainees entering part-time employment. The relatively large number of those in their

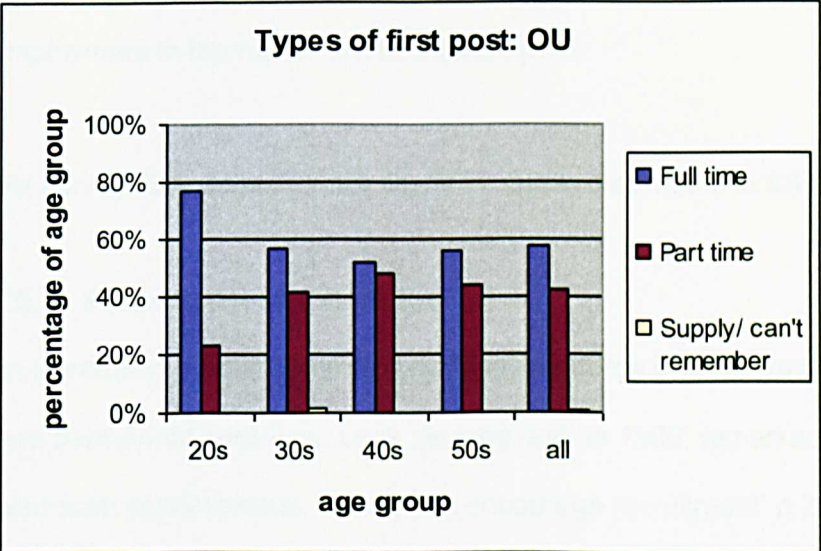
50s who entered employment on a supply basis may be related to difficulty in finding substantive posts.

The OU data gives a clear indication that those who choose to train on part-time routes may correspondingly seek different employment opportunities.

**Figure 7.18    Types of first post: group 2**



**Figure 7.19    Types of first post: OU trainees**



The chart is very different, with over 40% in all except the youngest age group entering teaching employment on a part-time basis. In terms of mature retention in the

profession, the availability of part-time posts may be a major area of significance. Among the OU respondents, at the point of survey, around one third of those employed were still working on a part-time basis.

Many of those seeking part-time work are likely to be those, especially women, with family commitments. It may well be that increased availability of part time positions would serve to encourage more women with children to enter the profession. Of relevance here is the observation of Andrews and Hatch (2001) 'Our sample showed a significant number of women entering teaching after having children. It would seem sensible to focus advertising campaigns on such groups.'

The desirability of an increasingly part-time profession may be debated. Nevertheless, in terms of increasing overall supply, increased availability of part-time posts may serve to attract more women into the profession. While some of these will continue to work part time, others may subsequently seek full-time work as their own children get older.

The majority of this group did not wish to teach full-time, however, a significant number, almost always returners, saw part-time work as a stepping stone to full-time employment in the future OfSTED (ibid), p.15.

OU survey data does indicate some move from part-time to full-time employment.

#### **7.6.7 Fixed-term employment:**

An increasing proportion of the teaching workforce is employed on fixed-term, rather than permanent contracts. Lock, as long ago as 1990, remarked that 'the growth of fixed term appointments ... does not encourage recruitment' p.264. This is especially likely to be true in the case of mature trainees who need financial security, particularly since NQTs are those most likely to be appointed on fixed-term contracts (Millet, 1997, p.16). This initial employment of NQTs on temporary contracts is clearly indicated by

the employment profiles for the survey respondents: initial employment and employment at the point of survey indicated very different profile, see Table 7.13 and 7.14.

**Table 7.13 Permanent posts: group 2**

Group 2		
Type of post	First post	Point of survey
permanent	61%	90%
temporary (1 year or more)	18%	3%
temporary (less than 1 year)	9%	2%
regular supply	7%	2%
occasional supply	4%	2%

Initially, only 61% of respondents were employed on a permanent basis, but the data reflects, as we would expect, a move from temporary to permanent posts.

**Table 7.14 Permanent posts: OU trainees**

Group 1 (OU)		
Type of post	First post	Point of survey
permanent	51%	86%
temporary (1 year or more)	21%	5%
temporary (less than 1 year)	16%	4%
regular supply	6%	4%
occasional supply	5%	2%

For the OU trainees, the percentage initially employed on permanent contracts is lower, probably reflecting the higher proportion of part time posts taken up by the OU trainees: however, the same move from temporary to permanent contracts is evident, with 86% of OU trainees on permanent contracts at the point of survey. However, the broad



range of cohorts in the OU study means that we cannot comment on the rates of progression to permanent contracts.

### 7.7 Supply and Induction

Over the past few years, there has been a considerable increase in the number of supply teachers. Adams (2001) points out that the number of supply teachers has increased by 42% since 1997 and DfES (2004b) figures show a continuing increase. Previous OU research has indicated that a number of the OU primary trainees, especially those seeking part-time posts, used supply teaching as a way of becoming known by schools in the area, of obtaining experience, and through this finding temporary and, eventually, permanent posts. Some adopted the supply route because they were initially unable to find the sort of post they required. For others it was a deliberate choice, made to suit their personal circumstances. This latter situation may be an increasing trend, and not only among older NQTs and returners. McHardy (2001) refers to 'The high proportion of young teachers who choose the flexibility of agency work' (p.11).

Among the survey respondents, 39% of OU trainees and 33% of group 2 respondents had undertaken supply work at some point since qualification. Table 7.15 below indicates the length of time for which these teachers had been employed on a supply basis (as a percentage of those who had undertaken supply in each group).

**Table 7.15      Supply teaching**

SUPPLY	number of terms (estimated across career to date)							
Group	<1	1	2	3	4	5	6 or more	don't know
Group 2	29%	16%	17%	13%	8%	2%	11%	3%
OU	17%	18%	17%	16%	6%	3%	19%	3%
all	21%	18%	17%	16%	7%	2%	17%	3%

75% of Group 2 respondents and 68% of OU trainees who have worked on a supply basis have done so for one year or less, suggesting that these may be NQTs who have worked on a supply basis as a 'way in' to the profession. This is supported by the fact that while 184 respondents stated that their first post after qualification was supply teaching, only 20 of these same individuals were still working as supply teachers at the time of the survey. For those who qualified more recently, the induction 'four term rule' means that most will then have sought more long-term employment in order to be provided with induction programmes. The existence of the four term rule has implications for those trainees wishing to adopt the more flexible working patterns made possible by employment on a supply basis: the data suggests that there may be considerable numbers of these – more than 10% of group 2 respondents and nearly 20% of OU trainees have worked as supply teachers for at least two years since qualification.

**7.7.1 Promotion and career aspirations**

The questionnaire also asked about any promotion received, and ambitions in terms of future posts of responsibility, see Table 7.16. Overall, 51% of the respondents have received some responsibility allowance since qualification. We currently have no indication to the type of responsibility held, and the career progression of those who trained as mature students needs further investigation, especially bearing in mind those who cited lack of career progression as a reason for leaving teaching employment.

**Table 7.16 Promotions**

Year of qualification	% with responsibility allowance	
	Group 2	OU
1994		60%
1995		53%
1996	60%	52%
1997	60%	47%
1998	61%	45%

1999	57%	40%
2000		38%
total	60%	46%

60% of group 2 trainees<sup>10</sup> had been promoted within five years of qualification. For OU trainees, the corresponding figure is less – this may well be a consequence of the much higher proportion of part-time posts, in which promotion is less common. The OU data shows a very clear year by year progression in respect of the number of promoted posts.

Few previous studies seem to have investigated the promotion of teachers within the early stages of their careers, at least in terms of considering the progress of those entering at different ages. Hilsum and Start's (1974) analysis compared three groups of teachers, described as 'normal', 're-entrants' and 'late entrants'. Their findings suggested that fewer of the late entrants were promoted within the first five years. The interim findings reported here tend to confirm this view – data from the other institutions indicates that 60% of those who entered teaching had received a responsibility allowance since qualification in 1998. This is considerably higher than the 45% indicated for the equivalent cohort in the table above. If, however, we consider those OU trainees qualifying in 1998 whose first post was full-time, the percentage of those who had been promoted was 57%, which is much closer to the figure for the group 2 respondents: that those who choose full-time employment may be as likely to be promoted as their younger counterparts. Data on promotions will be further analysed by age band.

The questionnaire also asked about anticipated career progression, with respondents asked to indicate the highest level of responsibility they hoped to achieve, Table 7.17.

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<sup>10</sup> Group 2 was intended to consist of trainees who qualified in 1998: however a range of years was given in responses to the questionnaire, it is unclear whether institutions sent to students from incorrect cohorts or whether respondents wrongly reported their year of qualification.

**Table 7.17     Career aspirations**

<b>Level of responsibility sought</b>	<b>Group 2</b>	<b>OU</b>	<b>all</b>
classroom teacher	8%	22%	18%
classroom teacher with responsibility points	14%	10%	12%
deputy head of department/year	7%	2%	4%
head of department/year/SENCO	33%	40%	38%
Advanced skills teacher	7%	5%	6%
Senior teacher/deputy/assistant headteacher	21%	14%	16%
headteacher	7%	6%	6%
other	2%	2%	2%

The findings suggest that although there are around 20% of OU mature trainees who are content to remain as classroom teachers, many mature entrants to the profession are keen to progress in their career, with 65% of OU seeking to achieve head of department or senior management positions, as compared to only slightly higher 68% of the group 2 respondents. The data from this study will be further broken down by age. Further research will be needed to determine the extent to which these mature entrants achieve career progression to senior posts – and to assess the significance of contributions from their previous experience in other employment roles – including those with considerable management experience in other environments. Hilsum and Start’s research (ibid), found that in terms of maturity, the experience brought with mature students, and the impact this had on promotion prospects ‘experience outside education was neither help nor hindrance to the advancement of a career. Fact and opinion agreed’.

**7.8     Future Directions**

It was always intended that the study would have two complimentary phases. This initial phase to be followed by a more qualitative phase comprising interviews and more open-ended questionnaires, involving only a sample of the respondents from the first phase study, and designed to illuminate its findings. Open-ended questionnaires have

been sent to those Group 2 respondents who had not taught at the time of survey, the responses have yet to be analysed but they provide a rich source of information on those who have delayed their entry to the profession, or who have decided not to teach. The same open-ended questionnaire will be sent to the equivalent group from the OU respondents.

Further, more qualitative, work is needed to investigate delayed entry and perceived difficulty in obtaining posts. These areas may have indications of how mature entry to the teaching profession may be supported.

It is hoped that a more complete analysis of the data set reported on here, together with the intended qualitative elements of the study, will form a start to providing an evidence base to inform policy and practice in the area of mature trainee employment and retention.

**Table 7.18      What OU trainees were doing before they trained on the PGCE course?**

undergraduate degree	12%
postgraduate study	5%
family/carer and not employed	21%
teaching in UK	15%
teaching outside UKJ	1%
other employment in schools or colleges	10%
other employment, including self-employment	33%
unemployed	1%
had been made redundant	1%
other	1%
dk / no reponse	0%

Table 7.18 shows that the largest single group were those entering training from employment. 15% were already teaching in the UK, and 10% were employed in



schools and colleges, other than as teachers. Thus 26% of those who trained on the course already had experience of teaching or of UK schools. This is significant for recruitment. It also counters the allegation of Professor David Burgess that mature entrants to the profession are out of touch with the reality of schools today.

*However, mature students have un-realistic expectations of what modern-day teaching has to offer, due in part to TTA advertising, and many soon become demoralised with their new profession. As they have fewer options than their younger colleagues to move on, having already made at least one major career change, they become resigned to remaining in the profession but their teaching suffers.*

Professor David Burgess, University of Exeter (ref)

## **7.9 Summary**

Subsequent to the investigation of mature entry to primary teaching reported in the previous chapter, an investigation into the entry to employment of secondary OU PGCE students was carried out in order to supplement the primary study and to enable comparison between the two phases. Given the reservations expressed in the context of the primary survey as to the possible differences between those training on part-time as opposed to traditional full time routes, the intention in this second study was to include mature and younger trainees from other institutions, so that comparisons could be drawn.

Data was obtained from two groups of recently qualified secondary teachers, 1078 who trained on the Open University PGCE programme, and 548 on PGCE courses at other training institutions. The findings are summarised below:

- 94% of respondents had taught since qualification, with more intending to do so. Only 2% of respondents had not taught and had no intention of teaching.

This represents a very low level of wastage between qualification and employment.

- 9% took up teaching employment at least 6 months, some more than two years, after completing their course of training. 12% of respondents either had entered or intended to enter teaching more than 6 months after they qualified. Delayed entry was more common among OU trainees and those from both groups aged 45+.
- 86% of those who had taught were in teaching employment at the point of survey. 5% of those who had taught had left and did not intend to teach again and a further 4% were not teaching and were unsure whether they would do so in future: this represents wastage of up to 9% in the first few years of teaching.
- Those who had taught and left, and those intending to leave within five years most frequently cited workload, stress and pupil behaviour as reasons for leaving: this is in line with other research on why teachers leave teaching. For those who decided not to enter teaching after qualification, the pattern was different, with salary ranking as highly as workload, and the offer of alternative employment featuring in the top three factors. Unsuccessful applications also appeared as an important factor.
- 25% of respondents considered that they had experienced at least some difficulty in obtaining a teaching post. Variation of perceived difficulty with age was different for the two groups.
- 33% of those who had taught believed that their previous experience should have entitled them to receive additional spine points, beyond what they received.
- A substantial minority of the mature trainees chose to enter part-time employment: the percentage was much higher among those who had chosen to train on a part-time route. In terms of mature retention in the profession, the availability of part-time posts may be a major area of significance.
- 51% of OU trainees and 61% of the others were initially employed on a permanent basis, the lower percentage for the OU probably reflecting the higher proportion of part-time posts. Most had moved into permanent employment by the point of survey.
- Among the survey respondents, 39% of OU trainees and 33% of group 2 respondents had undertaken supply work at some point since qualification.

Many had undertaken more than 2 years of supply teaching since qualification – this has implications in respect of the four term rule for induction.

Many mature entrants to the profession are keen to progress in their career, with 65% of OU respondents seeking to achieve head of department or senior management positions, as compared to only slightly higher 68% of the group 2 respondents. The data from this study will be further broken down by age. Further research will be needed to determine the extent to which these mature entrants achieve career progression to senior posts.

## **7.10 Conclusions**

Analysis has shown that the percentage of Open University primary PGCE students who enter teaching employment is underrepresented by single point surveys carried out within a year of qualification, and that many of these students take up teaching positions many months after the end of their PGCE course. This paper has used the accounts of recently qualified teachers to throw some light on different possible explanations for this finding.

These accounts give a strong indication that some NQTs do experience age discrimination, either directly, or indirectly on account of the cost (or perceived cost) of employing mature entrants with previous relevant experience. Many teachers do not receive allowances for previous experience, and believe that this makes them 'cheap' and therefore more employable. While discrimination, direct or indirect, is by no means universal, this study suggests that this may affect the entry of mature trainees to the teaching profession.

While ageism is a factor affecting the employment of some mature entrants, the late entry to teaching employment of many Open University primary NQTs is a result of their personal circumstances and consequent employment choices. In particular, some

students start to search for posts well after the end of their PGCE course. Others may start to look for posts early, but take a long time to find suitable posts for which to apply, being constrained by family commitments. This appears to be particularly true in the case of those seeking part time employment.

While this research gives some insight into the experiences of Open University PGCE students in entering teaching employment, it identified the need for comparative research which examined the experiences of mature students who have followed different routes to QTS, training for both the primary and secondary phases. The research reported in the next chapters arose from this need, and goes some way to providing a better understanding of mature entry.

### **Mature entry via the Graduate Teacher Programme**

This needs to be a reanalysis of the GTP paper, focused specifically on the mature entrants



# **Chapter 8    Retention in the profession**

## **Chapter 9      Conclusions and implications**

# **Chapter 10 Non-Entry to teaching**

## **10.1 Summary**

## **10.2 Introduction**

This chapter reports on work carried out by the author as principle investigator in a TDA commissioned project to investigate why some initial teacher training students who successfully qualify as teachers do not subsequently enter teaching employment.

## **10.3 Aims**

The aims of the research were to:

- examine the extent of 'wastage' between trainees gaining Qualified Teacher Status (QTS) and taking up a teaching post, and the reasons why wastage occurs;
- review in depth the first and subsequent destinations of trainees completing training in 2001;
- undertake primary research with those from the 2002 and 2001 cohort who gained QTS but were not teaching, to ascertain their future intentions with regards to using their teacher qualifications, and what could have been done to persuade them to enter teaching after gaining QTS;
- develop conclusions and recommendations, for consideration by the TTA, on strategies for maximising entry into the teaching profession on completion of QTS.

This chapter reports on the findings of that study in relation to mature entry.

At the point of survey, there had been, and it could be argued still remains, a lack of clarity about the extent of the wastage that occurs between trainees gaining Qualified Teacher Status (QTS) and taking up a teaching post (see p.xxx for an explanation of the reasons for this). The study aimed to provide data in this respect. In view of the studies reported above, it was also seen as very important to explore the extent to

which those not in employment at six months after qualification had subsequently entered the profession, recognising an important distinction between those who never take up teaching employment and those who delay their entry to the profession.

## **10.4 Achieving the project aims:**

In order to explore the issues identified above, the study sought to identify and investigate four categories of NQTs:

- 1 Those who have not entered teaching employment after training, have neither sought posts for which to apply nor made applications for teaching posts, and do not intend to take up teaching employment in the future;
- 2 Those who have sought teaching posts for which to apply and /or made applications for teaching posts, but have subsequently decided not to take up teaching employment, and do not intend to do so in the future;
- 3 Those who have delayed taking up teaching employment after qualification, and have either entered teaching employment or definitely intend to do so in the future;
- 4 Those who have not taken up teaching employment since qualification, and who are undecided as to whether they will do so in the future.

In terms of policy implications for the future, it was considered especially important to investigate the reasons for the non-take up of teaching employment of groups 2 and 4, and to seek to identify both the factors that discourage them from teaching and those changes which might increase the likelihood of their taking up teaching employment.

**Refer to TTA data, p.31-33???**

## 10.5 Provider practice

The TTA study also involved twelve interviews with training providers, intended both to elicit their views on delayed and non-entry, and to attempt to identify good practice which contributes to high conversion rates.

ESS data was used to identify providers with high and low proportions of trainees known not to be teaching at the point of survey, for each of four phase/level combinations<sup>11</sup>:

- secondary postgraduate;
- secondary undergraduate;
- primary postgraduate;
- primary undergraduate.

Using ESS data for each phase/level group, HEI figures for trainees qualifying in each of 2000, 2001, 2002 were ranked by the percentage known not to be in teaching. Initially, an attempt was made to select providers by identifying, by inspection of the ranked data, providers that consistently appeared high or low in the ranking across all three years.

However, there was considerable year on year variation in the percentages for individual institutions, and consequently in their rank position. This was especially true for providers with very small numbers of trainees, where an individual student could account for a difference of as much as 10% or more. In selecting providers with high levels of trainees known not to be in teaching employment, providers with less than 20 students were not included – in any case, these could appear among the highest ranked providers one year and the lowest the next with a real difference of only two

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<sup>11</sup> Figures for KS2/3 were not included



trainees not entering teaching in the high-ranked year. Those providers with very small numbers of trainees tend to appear frequently among those HEIs in the lowest rank, with 0% of trainees known not to be teaching. Given that these were also frequently those with the lowest percentage whose status was unknown, these small providers often showed 100% employment among trainees. However, even large providers showed considerable variation. One large institution, for example, varied between a high-ranked 9.8% (rank 4) in 2002 and a lower-ranked 3.6% (rank 18) in 2001. Few providers were consistently very high or very low ranking across all three years.

This variability meant that it proved difficult to identify providers for some phase/type combinations, so an alternative approach was adopted. The data was aggregated over the three years, giving the total number of students and the total number who were known not to be in teaching employment at six months after qualification. This was used to calculate percentages for the aggregate over three years, and the providers were then ranked by this percentage.

There was wide variation in the extent to which institutional data was complete; ie the percentage of trainees whose destinations were unknown – however, this did not appear to have any clear relationship to the figures for those known not to be teaching, so this element was not taken into account.

The aggregated data selections were used, initially, to select three institutions with high conversion rates and three with low conversion rates for each of the four phase/level combinations. As some institutions appeared in more than one group, a final selection of 16 institutions was identified (two high conversion and two low conversion in each phase/level group) so that there were two different institutions to represent each group, but that no institution appeared in more than one group.

The providers represented a range of provision and geographical locations. Representatives interviewed had senior responsibility for initial teacher training, appropriate to the level and phase for which the institution was selected, and were interviewed using a semi-structured interview schedule which had been prepared by the whole research team, all of whom carried out some of these interviews. Interviewees were advised in advance of the areas for discussion (Appendix 2); this proved very effective as interviewees had been able to consider their responses in advance, in some cases identifying relevant information about their trainees, and were able to give fluent and informed replies with minimum prompting by the interviewer. Interviews were audio-recorded and transcribed by a professional transcription agency who were able to provide a very rapid service. Transcripts were then made available to all members of the research team, which helped to inform future interviews.

Since it was not possible to arrange interviews with all of the targeted providers, some new institutions were drawn in, thus ensuring that the interviews completed represented both high and low conversions from each phase/level group. A total of 12 interviews were completed.

## **10.6 The extent of wastage**

### **10.6.1 Survey findings**

Five respondents who had entered employment straight from qualification were not teaching when they responded to the questionnaire survey and either did not intend to teach again or were unsure about their future intentions. One provided written comments indicating that they had left teaching within three months, another wrote:

*When I gained employment I could not handle the pressures, especially the hours, amount of work, stress, expectations.*

In these cases, the response that they were not teaching at the point of the ESS or NQT surveys does indicate wastage, but as early drop out from the teaching profession, suggesting the need for retention strategies focused on those entering the profession: the respondent quoted above added ‘Lack of real support in induction year was telling’.

To obtain a further idea of the extent of wastage, the data were examined to ascertain the subsequent destinations and future intentions of the respondents. The findings are shown in Table 10.1 below. The nature of the NQT sample led us to expect that the percentage of non-teachers in the HEI sample would be considerably higher than in the NQT sample. As anticipated, the figure is higher for the HEI group, 15% as opposed to 10%, but the pattern of responses is otherwise very similar.

From the HEI respondents, 71% of respondents had either taught since qualification or were intending to do so (73%). 15% did not intend to teach, and 7% were unsure. There is a strong indication here that the actual level of wastage between qualification and employment may be very low.

**Table 10.1 Destinations of questionnaire respondents**

<i>Group</i>	<i>Career destination</i>	<i>NQT sample</i>	<i>HEI sample</i>	<i>All</i>
Teachers	Entered teaching employment within 3 months of qualification	11 (16%)	12 (12%)	23 (14%)
Non - teachers	1. Not looked for posts, and not intending to teach	7 (10%)	12 (12%)	19 (11%)
	2. Have looked for posts and / made applications, but have not taught and do not intend to teach	0 (0%)	3 (3%)	3 (2%)
Delayed entrants	Have taught since qualification	34 (50%)	55 (57%)	89 (54%)
	Have not taught, but intend to do so	6 (9%)	4 (4%)	10 (6%)
Possible	Have delayed entry, and are	8 (12%)	7 (7%)	15 (9%)

entrants	uncertain whether they will teach in the future			
Incomplete responses		3 (4%)	4 (4%)	7 (4%)
All		69	97	166

If a similar pattern were the case for the national cohort (see the TTA figures for those qualifying in 2002, Table 10.2 below), and 71% of those recorded as not employed in teaching did actually enter teaching employment, then the percentage entering teaching would be at least as high as 87%, and could be (depending on the 'not known' group) well into the high 90%. If this latter is the case, there may be little point in seeking to reduce wastage at this point, a focus on improving retention in training or in the early years of the profession would be more appropriate.

**Table 10.2    Employment Status, 2002 completers (TTA 2003)**

In a teaching post, maintained school or college	Seeking a teaching post	NOT seeking a teaching post	Not applicable/Not known	In a teaching post, maintained school or college
13795 84%	377 2%	393 2%	1916 12%	16481

### 10.6.2 Provider perspective

Whilst recognising that it was not always possible for providers to establish the employment status of NQTs after qualification, all of those interviewed were very firmly of the view that the overwhelming majority of their students took up teaching posts at the earliest opportunity, many having secured a first appointment before the end of their course. Delayed entry, or a decision not to enter teaching at all, was not seen as an issue when compared with withdrawal during training or long term retention once in the profession.

Several providers thought that more of their trainees entered teaching employment than was shown by the data for their institution. One reason for this was confusion over

supply teaching (see above); in this context one provider pointed particularly to mature NQTs having difficulty finding local posts who move between 'bits and pieces'. Another provider cited an NQT who chose to move into sports coaching which involved regular work in schools. It is unlikely that they would describe themselves as a teacher in the employment status questionnaire yet their newly developed skills are being employed in schools. Others who choose to teach abroad are also lost to the survey even though, as one provider reported, they may subsequently return to take up teaching employment in England.

Provider interviewees felt that the numbers of NQTs who never take up a teaching post were very small and this limited the direct evidence they were able to draw upon. Nevertheless there was a perception that some students completed the course and gained QTS status having decided along the way that whilst teaching was not for them, they would at least see it through, perhaps as a response to parental expectations, 'their heart's not in it', and they would look elsewhere for employment. As one interviewee explained:

*There must be a number of people who've realised that teaching isn't their chosen profession but have finished the course, in terms of 'I've started so I'll finish. It's a useful qualification to go into other professions and employment'.*

However, as another provider said:

*I would say that the general pattern is that they are more likely not to complete the course, and its relatively [rare] for a student to explicitly say, 'I've got my qualification but I don't want to teach now, because I don't like*



*teaching' .... It's much more common for them to go into teaching and then come back after a couple of years, 'I've done it, I didn't really like it'.*

The utility of the QTS qualification was picked up by several interviewees in describing the alternative employment to teaching. One referred to a PGCE student who took up a training position with a major high street retailer:

*A staff trainer, using the skills and expertise gained from teaching in another context, because she felt that whilst she was well geared towards training, working with children perhaps wasn't quite what she thought.*

An institution training many PE specialists commented on the *rival sources of employment* that exist for people who trained as specialists in the subject,

*Health and fitness is a big industry, so there are jobs that people can get outside of physical education and teaching that may be attractive to some students.*

Interviewees recognised that those who chose not to enter teaching on qualification might at some stage go into the profession or might instead opt for a related specialist field. Some students, for example, go straight on to master's level programmes in education. One interviewee reported an NQT going on to do a specialist course for working with deaf pupils. Another cited the occasional NQT taking up a post in a theatre, working in theatre education. These trainees, although not employed in schools are still doing work related to education 'they don't just turn their back on it'.

In respect of this, questionnaire responses were examined to determine the destinations of those who were not in teaching employment. Of 78 respondents who

indicated what they were doing instead of teaching at the point of survey, 47 were in employment. Of these, 22 (47%) described themselves as working in education, 3 of whom were working overseas. Two respondents were working in education on a voluntary basis. Although these individuals would appear as wastage statistics, they are using their skills in an educational setting which will benefit from their training.

### **10.6.3 Non-entry to teaching employment**

This section considers those NQTs who decide not to enter teaching employment after qualification and their reasons for this: we have included here respondents from the first two groups described on page xxx: those who have not looked for posts since qualification and do not intend to teach (group 1) and those who initially looked for posts but subsequently decided not to enter teaching employment (group 2).

#### **'Non-entrants'**

As indicated above (p.11), of those responding to the questionnaire 19 (11%) of respondents fell into group 1. A further three (2%) respondents had looked for posts and/or made applications for teaching employment, but had subsequently decided that they would not teach. This 13% of the respondents comprises those 22 trainees who clearly represent wastage between qualification and employment, and as such they are considered in detail below, including two case studies.

#### **'Possible entrants'**

In addition, within this section, we consider the 15 respondents (9%) who had not entered teaching employment at the point of the questionnaire survey, and were unsure whether they would do so in the future. In terms of the four groups identified in the introduction to this report this group (group 4) are potentially the most interesting in terms of retention policy. Four of the case studies were therefore selected from this group. Their accounts are included below (pp.xxx), to illustrate the findings.

The characteristics of both non-entrants and possible entrants are indicated in the tables in Appendix 5. While the number of NQTs represented is very small, and we do not wish to make generalisations on the basis of this sample, there are a couple of points that should be noted:

Firstly, the distribution of secondary subjects. The secondary trainees who had not looked for teaching employment had all trained to teach secondary shortage subjects: this represents a particularly significant loss to the profession, both in terms of teacher shortages and also in terms of the financial cost of training. It may be that these NQTs are the ones with the most 'attractive employment alternatives' (cf. Macdonald, 1999, p.8).

Secondly, note that, of those who were undecided about their entry to teaching employment, only one (6%) had trained on an undergraduate route, as compared to 26% of all the respondents. This is unsurprising, since it is likely to be those who trained over a shorter period who have not made a definite decision by the end of their training.

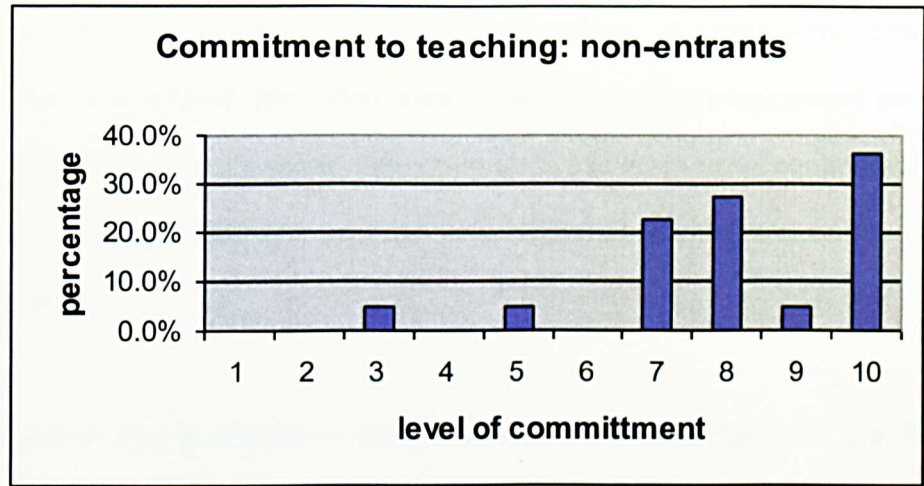
### **Commitment**

NQTs were asked about their commitment to teaching before they started their training, and rated their level of commitment on a scale of 1(not committed) to 10 (very committed). Responses for all groups of respondents are shown in Appendix 6.

The responses from the non-entrants, Figure 10.1, show that most considered themselves to have been committed to a teaching career at the point at which they entered training. 68% thought that they were highly committed (level 8 or above) with eight of the 22 indicating that they were very committed (level 10): only two exceptions (9%) rated their commitment at level 6 or below. The mean level of commitment for this group was 8.2, the same as for the group of delayed entrants: this gives no indication

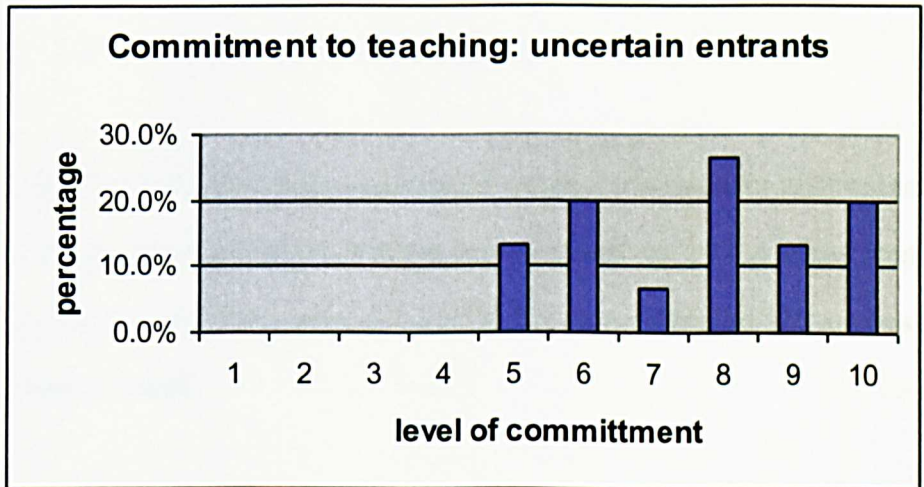
that level of commitment before training (at least as perceived subsequently) is a factor in determining whether or not NQTs who successfully complete their training subsequently enter teaching employment.

**Figure 10.1    Non-entrants: commitment to teaching**



Among the possible entrants, 60% rated their commitment to teaching before the start of their training course as high (level 8 or above), one third of them only rated their commitment at level 5 or level 6. see Figure 10.2.

**Figure 10.2    Possible entrants: commitment to teaching**



The mean commitment for this group is only 7.6, and the group contains a higher proportion of individuals rating their commitment at level 6 or below as compared to any other group (among teacher/delayed entrants the percentage rating their

commitment as level 6 or below was 17%). It seems that this group may contain more individuals who were uncertain of their commitment even before starting training. However, we need to exercise caution in attributing much to this subsequently reported level, especially as it may be that their current uncertainty is affecting their perception of how committed they were at start of training. Even if this uncertainty is thought to be important, we should note that a number of those who have entered teaching employment rated their initial commitment to teaching employment as very low indeed, including some have rated their commitment at level 1 (not committed); indeed, the lowest commitment ratings come from respondents who have entered teaching employment.

Commitment to entry to teaching is often seen an important indicator for success in ITT and thus essential to gauge before acceptance of trainees onto a course of training (see, for example, Lewis, 2002, p.136). However, in this report, as in Chambers and Roper's (2002) study of withdrawal from training, we have to conclude that,

*The hypothesis that students with a less than firm commitment to the teaching profession are those most likely to withdraw remains unproved by the responses of this sample (p.64).*

In this context, some have questioned whether the need for prior commitment is restricting the recruitment of those who may wish to 'try it and see', many of such trainees having, in the past, gone on to become dedicated and successful teachers (cf Jenkins, 1998).

## **Performance**

In the Provider interviews, one provider commented that:



*there is a category of those students who have achieved QTS but are at the weaker end of the scale, who don't get employment because... they're not that good at interview and they're up against stronger candidates.*

We were interested to see to what extent those who did not enter teaching employment were those who had performed poorly on their course of initial teacher training. We hoped to go some way towards this by asking NQTs to indicate both how they felt they had performed on the course, and also how they believed that their training institutions had rated their performance. We recognise that these are subjective value-judgements, which are not corroborated, and may be of limited validity in terms of the NQTs' actual performance. Their perception of their performance is, however, also of relevant to their subsequent decisions about employment in teaching, so the question may not be without value.

Appendix 7 shows the ratings indicated for performance on the course by each group of NQTs. For the non-entrants, all but one of the respondents felt that their training institution considered them to have performed well (6 or above) in training, with most indicating a rating of 8, and a mean rating of 7.4. Their own assessment of their performance was also generally positive with a mean rating of 7.1, although four NQTs rated their performance below 6. For most respondents, the two ratings were closely similar, the exception was one NQT who clearly considered the college to have rated their weak performance very harshly.

For the possible entrants, their rating of their own performance was also generally fair, with the mean being 7.3. Their opinion of how their training institutions had viewed their performance was more positive, with a mean rating of 7.9. For the combined group of teachers and delayed entrants, the mean values for own and college ratings were 7.3 and 7.7. There is thus little difference between any of the three groups, although the

non-teachers' ratings seem slightly lower. However, given the small numbers involved, no conclusion can be drawn from the small difference, especially since much of this is accounted for by the very low ratings of one individual (with out this one respondent, the means become 7.2 and 7.8).

Interestingly, in terms of what it may say about their confidence in themselves as teachers, six of the non-entrants and seven of the 15 possible entrants rated their own performance lower than they felt it had been rated by the institution. This may indicate a lack of confidence in their own teaching, which may be a factor in their lack of decisiveness about their entry to the teaching profession: five of the possible entrants and two of the three who looked for posts and subsequently decided not to teach stated that lack of confidence after training was a factor in their delayed entry, five of these rated their performance lower than their estimate of the institution's rating. However, both those who had entered teaching straight from training and the delayed entrants similarly tended to rate themselves less highly than the rating they accorded to the institution, so it is inappropriate to draw any conclusions from this.

### **Enjoyment of training**

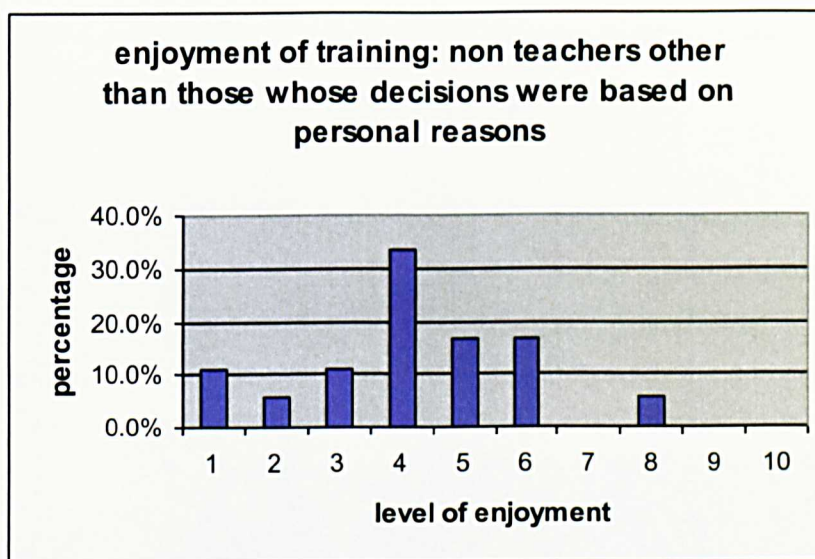
It seemed likely that those who decide by the end of training that they did not wish to enter teaching employment would be strongly influenced by the extent to which their experience of initial teacher training had been enjoyable. NQTs were therefore asked to indicate their level of enjoyment of training on a scale of 1 (not at all) to 10 (very much).

Appendix 7 shows the responses for each group of NQTs.

While there was considerable variation between individuals in each group, the group of non-entrants generally indicated low levels of enjoyment, with 14/22 rating their enjoyment as 5 or below, and the mean rating being only 5.0, lower than for any of the

other groups. If we distinguish between those NQTs who decide not to teach for personal reasons (and whose non-entry to the profession was therefore probably not related to their feelings about their training) and the remainder of this group, the picture becomes more marked. All of the four respondents citing personal reasons for their decision not to teach rated their enjoyment as 8 or 9: without this group, the enjoyment chart appears as shown in Figure 10.3 below, and the mean value for enjoyment of training is only 4.1.

**Figure 10.3 Non-teachers: enjoyment of training**

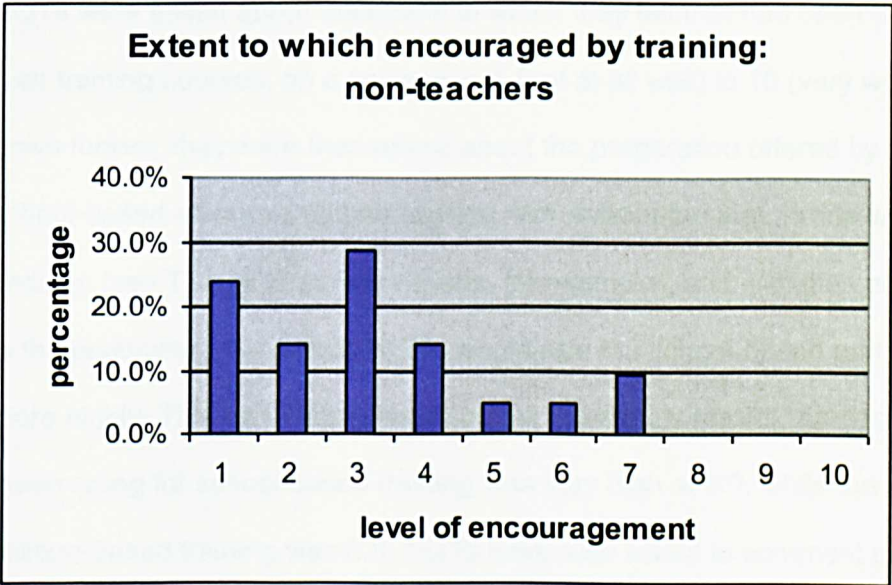


Among the possible entrants, the response was less negative, with around a quarter reporting a high level (8) of enjoyment. Overall, as we would anticipate, enjoyment of training appears, to be a contributory factor to the subsequent decision whether or not to teach. Those who had entered teaching employment, either immediately or as delayed entrants recorded a higher level of enjoyment of training than those who were undecided, with non-teachers showing a still low average level. However, this overall picture masks considerable individual variation, with some of those giving very low enjoyment ratings having nevertheless entered teaching employment.

**Encouraged or discouraged by training experiences**

The extent to which the NQTs who decided not to teach were discouraged by their experience of training is very clear from the chart in Figure 10.4 below. They were asked to rate the extent to which they were encouraged or discouraged from teaching on a scale of 1-10 where 1 represented strongly discouraged and 10 strongly encouraged (charts for all groups can be found in Appendix 7). Of the 21 non-entrants who responded to this question, 18 (87%) indicated that they had been discouraged by their training (rating of 5 or below), with many of these suggesting strong discouragement: the mean rating for this group was only 3.14, indicating a strong level of discouragement. This gives a very strong indication of the impact of training on the decision not to teach made by these individuals.

**Figure 10.4    Non-teachers: extent to which encouraged by training**



For the possible entrants, the chart indicating encouragement/discouragement tells a similar, though less marked story, with 60% indicating vales of 5 or less (ie that they were discouraged by their training), 20% indicating a score of 1 (strongly discouraged), and a mean rating of 4.3.

In comparison, those who have entered or are intending to enter teaching gave a more positive response, although it is, perhaps, somewhat disturbing to note that even among those who entered teaching immediately, the mean level is only 6, where 5 or below could be taken to indicate discouragement. However, we should also note that even some of those who indicated a level 1 'strongly discouraged' have nevertheless entered teaching employment.

We wished to gain some indication of whether the discouragement reported above related to what was seen as poor preparation and training, or whether simply to a dislike of the job of teaching as experienced during training. NQTs were therefore asked about their training course, and about different elements of their training.

### **Preparation for training**

NQTs were asked about the extent to which they felt that had been well-prepared by their training courses, on a scale from 1 (not at all well) to 10 (very well). Breaking this down further, they were then asked about the preparation offered by the college and school-based elements of their training. We anticipated that, in line with other survey findings (see TTA NQT survey reports, for example), and with the comments received in the preliminary interviews, NQTs would rate the school-based part of their training more highly. This was clearly borne out by the survey results. Across all the groups, the mean rating for school based training was very high at 8.0, while the mean rating for college-based training was 5.8. NQTs were also asked to comment on the overall quality of the mentoring that they had received, rating it on a scale from 1 (very poor) to 10 (excellent). Despite the high overall rating given to school-based preparation, the mean rating for the quality of mentoring was only 6.4. (For data on preparation and mentoring, see Appendix 8.)

Overall, as we might expect, both the non-entrant and possible entrant groups rated the level of preparation they had received less highly than those teaching/intending to



teach (means 6.3 and 5.9 respectively as compared to 7.0), with both groups giving, on average, college-based training lower ratings than school-based. Over half of each group gave school-based training very high ratings (8 or above), but each group contained around 20% of respondents who gave school-based-training a negative rating (5 or less). We might expect these negative ratings of school-based training to correspond to poor experiences of mentoring: in fact, only two non-entrants who gave school-based training a low grade also gave low ratings to mentoring. For the whole of this group, ratings of the mentoring received spanned a range from 2 to 10. However, more than three-quarters of the group gave mentoring a positive rating of 6 or above with an average rating of 7.1.

There is a suggestion here that, while the non-entrants were discouraged by their training, most felt that their school-based training offered reasonably good preparation. The factors that put them off from teaching may be more related to the job itself than to the training they were offered.

Among those who were still unsure about entering the teaching profession, dissatisfaction seemed to be mainly with the college-based elements: none of this group rated school-based preparation below level 6, while more than 50% rated the college-based training as 5 or below. However, when asked to comment on the quality of mentoring the responses for this group spanned a range from 2 to 10, with six respondents rating their mentoring below 5, and with an average rating of only 5.7: this contrasts with the non-teaching group, who were more positive about the quality of mentoring. It is also worth noting, in this context, that a question about the overall quality of mentoring might not sufficiently explore training experiences, as interview responses suggest that many trainees experienced very different levels of mentoring between different school placements, and that despite good mentoring on other placements, a single unhappy experience of mentoring had a great impact on self-

confidence and the extent to which trainees were discouraged from entering teaching employment. Several of those interviewed referred to other trainees on their courses who had withdrawn as a consequence of their experiences in placement schools. One interviewee said,

*A bad school caused you to want to drop out. People dropped because of the schools. It was the luck of the draw.*

A questionnaire respondent was also clear about the impact of an unhappy experience on self-confidence:

*I began supply teaching when I qualified, but after the awful experiences I encountered during my final placement I was suffering a severe lack of confidence. I felt very down and unable to face a full time career in teaching. Whilst supply teaching I suffered severe distress at the thought of teaching – due to the experiences of my final placement – and was unable to continue in the profession. I lost my confidence, enthusiasm, motivation and dedication.*

The quality of the school placement experience was seen to depend crucially of the support of the mentor and other staff within the school, and a number of interviewees commented that they were happier in 'difficult' schools where they felt well supported than in otherwise easier schools with less mentor support.

*First placement was in a school with a good reputation, good results, but not enough support and did not enjoy. The second school was a lot tougher but the staff were supportive and there was a greater sense of bonding.*

*The first placement made me feel that I was well suited to the job, even in a difficult school which I had previously thought I would find too hard. The second placement did a lot to undermine this confidence, largely due to the lack of support.*

Interviewees recognised that mentors were, in some cases, too busy to give them the support that they felt they needed. They also noted that very experienced teachers were not always the best mentors. One interviewee felt that the mentoring he received suffered because the mentor was too good a teacher – and found it hard to explain what to do.

Another said:

*I think sometimes that experienced teachers have forgotten what it's like when you are a trainee – these people are difficult to approach – relationships with a mentor can be difficult you can't approach them because you know they are busy and under tremendous pressure.*

### **Expectations of teaching**

Given the suggestion that many of these NQTs appear to have decided not to teach because they do not like the job, we were interested to explore their prior experience and the match or mismatch between their expectations of teaching as a career and the reality as experienced on their teaching placement. There have been a number of research studies that have considered the extent to which trainees have realistic ideas of teaching, and the significance of this in determining success in and dropout from teacher training (eg. Lewis, 2002, Chambers and Roper, 2002). It seems clear that prior experience of schools which gives aspiring trainees a clear idea of what to expect is valuable in reducing the drop out from training by those who find the reality of schools today a far cry from their expectations. This is one purpose of the new Student Associates Scheme, giving undergraduates experience of schools so that they can make 'an informed choice to go into teaching', because, the TTA (2003, p.28) state:

*It is better for undergraduates to decide teaching isn't for them while on the scheme rather than taking a valuable PGCE place.*

Appendix 9 shows the responses to a question that asked trainees how a number of aspects of teaching compared with their expectations. Emerging from this is a picture of many students entering training without realistic expectations of what teaching will involve. For most aspects of teaching listed in the question, around a third of respondents indicated that their experience was worse than anticipated. In particular, 44% found that the hours worked by teachers were worse than they had expected, over half commented that pupil behaviour was worse than expected, and nearly two thirds of respondents found the burden of paperwork and administration bigger than expected.

Among the non-entrants the picture was clear, and negative. Very few responses indicated that any aspect of teaching was better than they had anticipated, with 68% commenting that the amount of paperwork and administration was worse than they had expected, and 50% each who found that pupil behaviour and the hours teachers worked were worse than they had anticipated. Among the possible entrants, the picture was similar, with even higher percentages finding both paperwork and pupil behaviour a disagreeable surprise.

Summary data for the four groups of respondents across all aspects included in the question are shown in Table 10.3 below.

**Table 10.3    Teaching as compared with expectations**

<i>Group of NQTS</i>	<i>Better than expected</i>	<i>As expected</i>	<i>Worse than expected</i>
teachers	11%	44%	45%
Delayed entrants	9%	55%	36%
Possible entrants	7%	51%	41%
Non-entrants	9%	55%	37%

This summary table and the more detailed tables in Appendix 9 show that the pattern of responses is similar for all groups, and no clear picture emerges in terms of the extent to which mismatch may influence decisions to enter teaching. The mismatch between expectation and reality appears to be little different for those who enter teaching employment as compared to those who decide not to teach.

Even where trainees generally found that expectation and reality matched, paperwork still caused surprises:

*What surprised me? Not much, as I entered it with an open mind. Although I was aware from other people's experience that there was a lot of paperwork to do, I think I was a bit surprised at the sheer volume of paperwork that needed to be done.*

**NQTS' experience prior to training**

The extent to which trainees' placement experience matches their expectations may depend very much on their prior experience of schools and of working with young people. NQTS were therefore asked to indicate whether they had prior experience of working in schools, or with young people in other contexts. Overall, the responses indicated a very high level of prior involvement. However, the responses need to be treated with a certain level of caution, as interview responses suggest that a number of respondents include as 'voluntary experience' the period of observation required when



they have been accepted onto courses of training, so that the level of response to this question is higher than would otherwise be the case.

Appendix 9 shows trainees' prior experience as compared to the match between expectation and experience. For the non-teachers, there is no very clear pattern. However, those individuals such as D, O and V who show the largest number of aspects that were worse than expected had no previous experience in schools, although J, also with five areas worse than expected, indicated voluntary work in schools. What is apparent among this group is that very few of them had experience in schools other than voluntary work (which may be accounted for by their pre-course observation). Other groups of respondents indicated more experience in schools – and those with more experience generally, but not always, indicated lower numbers of elements that were worse than expected.

Among those uncertain about their future entry to teaching, the picture emerging is similarly unclear. In general, however, those such as H, I, L and M who report prior experience in schools (other than voluntary work in column 1 – see comment above) note high scores in the 'as expected' column, while those such as G who do not indicate experience in secondary schools are more likely to indicate high scores in the 'worse' column. There are exceptions, however: D reports experience of both voluntary work and paid LSA work, and rated eight areas 'worse than expected'.

Figure A9.6 in Appendix 9 looks at the prior experience reported across the whole data set, and compares the mean number of elements that were considered to be better than, worse than, or as expected for those with each type of experience. This does not take into account the fact that many respondents had several areas of prior experience. The results indicated that, whatever their prior experience, there were likely to be areas which trainees found to be different to their expectations: in the main these were worse

than expected. Ignoring the 'voluntary experience', there is a suggestion that experience of working in schools leads to a closer match between expectation and reality: One of the preliminary survey respondents said that on her teaching placements she found schools 'as expected. I work at a local school: you see everything'.

In contrast, those who have experience of teaching in independent schools, or of teaching or training in an environment other than schools are most likely to find that teaching in schools differs from their expectations: usually, but not always, negatively – those who had previously taught in the independent sector had some pleasant surprises. Those with no prior experience of working with children also showed a high mean number of aspects that were better than expected.

In general, it appears that many trainees find that a number of elements of teaching practice are worse than their expectations. Even some of those with significant amounts of voluntary experience in school, or of teaching and training in other contexts are surprised by many aspects of teaching. In particular, NQTs commented on the hours teachers work, the amount of paperwork and pupil behaviour being worse than expected. However, the mismatch between expectation and reality appears to be common to both those who do and those who not subsequently enter teaching employment. Perhaps there is a limit to the extent to which it is possible to appreciate the reality of teaching prior to training: as Chambers and Roper (ibid) stated:

*The real demands of the role of a teacher are difficult to convey to those outside the profession. Only by doing the job 'for real', as it were, can potential initiates come to appreciate just what those demands are.*

However, as shown below, it is the very areas where there is mismatch between expectation and reality that have caused a number of the survey respondents to abandon the idea of a teaching career, or to decide that they cannot take up full-time teaching employment as they had envisaged.

### Reasons

Those who did not intend to teach were asked to indicate which of a list of reasons were responsible for their decision. Table 10.4 below indicates the responses of the 22 respondents, ranked by the number of responses.

**Table 10.4 Non-teachers: reasons for non-entry to teaching employment**

<i>reason</i>	<i>Number of non-teachers citing this reason</i>	<i>% of non-teachers citing this reason</i>
Overall Workload	16	73%
Stress	14	64%
The amount of paperwork	13	59%
Pupil behaviour/ discipline problems	9	41%
School management / bureaucracy	9	41%
Felt unsuited to / did not enjoy teaching	5	23%
Personal/family circumstances	4	18%
Applications unsuccessful	3	14%
Offered alternative employment	3	14%
Salary	3	14%
The status of teaching	3	14%
School resources	2	9%
Lack of Career prospects	2	9%
Unable to find suitable post for which to apply	1	5%
The range of subjects you were required to teach	1	5%
Other	4	18%

The picture emerging from this is clear, and in line with research on those who enter and then leave teaching (Smithers and Robinson, 2003, etc), as well as studies of withdrawal during teacher training, which identify workload as the most important factor in the decision not to teach. It is pertinent here to quote the interviewee from the preliminary study who stated that: 'one of the most off-putting things was the workload. I wanted a life outside teaching'.

The three 'group 2' NQTs had looked for teaching employment before deciding not to teach. One indicated both that that they had been unable to find suitable posts for which to apply and that they had made unsuccessful applications before taking up alternative employment. A second also noted that they had made unsuccessful applications.

In the light of research carried out at the University of Northumbria (Constable et al) into the shortage of physics teachers, it is relevant to note that one NQT, a secondary science trainee with physics as a specialism gave the range of subjects that they were required to teach as a reason that contributed to their decision not to teach.

Those who were uncertain whether they would enter teaching employment were asked about their reasons for delaying their entry to teaching. The responses were as indicated in the table below (Table 10.5).

For a more detailed profile of individual reasons for delayed entry in this group, see Appendix 10. It is important to note that of the respondents, five stated that a reason for their delay was that they were lacking in confidence after their training: this lack of confidence seems to be a common element in the written and interview accounts that we received. One questionnaire respondent, who stated that she felt that both college and school had 'done the best they could', nevertheless wrote, rather plaintively,

*I wish there was some way that the course could build up the trainee teachers' confidence. It would be a huge help. I started the course reasonably hopeful, if not confident, but by the end my confidence in myself as a teacher was non-existent.*

This respondent has now decided that she will not teach.

In other cases, the ending is more hopeful, as with the NQT who wrote that, ‘following experience as a supply teacher, my confidence has massively increased’, and who now intends to enter full-time teaching.

**Table 10.5      Possible entrants: reasons for delay in entry to teaching**

<i>reasons</i>	<i>All</i>
<b>Personal reasons</b>	
Further study	2
Pregnancy / caring for young children	1
Other carer / family responsibilities	1
Illness	1
Gap year / travel / wanted a break	3
Teaching overseas	0
<b>attitude</b>	
Lacked confidence after my training	5
Unsure whether I wanted to teach	8
Decided not to teach	3
<b>Employment related factors</b>	
Unable to find suitable post for which to apply	4
Applications unsuccessful	2
Offered alternative employment	4
<b>Total number of individuals</b>	<b>15</b>



When asked for the reasons why they might decide not to teach, those who were uncertain whether they would enter teaching gave the following responses:

**Table 10.6 Possible entrants: Reasons why they may decide not to enter teaching employment**

<i>reason</i>	<i>Number of unsure NQTs citing this reason</i>
The amount of paperwork	12
Overall Workload	11
Stress	9
Pupil behaviour/ discipline problems	8
Offered alternative employment	6
School resources	5
School management / bureaucracy	4
Felt unsuited to / did not enjoy teaching	3
Salary	3
Unable to find suitable post for which to apply	3
Personal/family circumstances	2
Applications unsuccessful	2
The status of teaching	1
The range of subjects you were required to teach	1
Lack of Career prospects	0
Other	1

The pattern is clearly similar to that observed among those who have definitely decided not to enter teaching employment (above, pp.20-21), with workload, stress and pupil behaviour being the most significant factors.

### **Non-entry**

From the small group among the respondents who had definitely decided not to enter teaching employment, four had decided not to teach because of personal circumstances (unspecified, but we know from interviews that these may include

reasons such as full-time carer responsibilities). Of the remaining 16, most had been committed to a career in teaching at the outset of their training, and believed that they had performed quite well on the courses of ITT. With the exception of those whose decision not to teach was based on personal circumstances, this group did not enjoy their training, and felt that it had discouraged them from entering teaching employment. In general, they were positive about the preparation offered to them by their training, and considered the quality of mentoring to have been quite good. It would appear that, for many of these trainees, it was a dislike of the job of teaching rather than poor training or poor performance that led to their decision. In particular, all of these trainees commented on the workload as a factor in their decision: this was clearly recognised, too, by the provider interviewees.

### **Case studies**

The first two case profiles included here, representing different phases and levels of training, illustrate the experiences of those who have clearly decided by the end of their training that they do not intend to enter teaching employment; each of these individuals, in their replies to the questionnaire, indicated that 'nothing would make me teach'.

Four case study profiles provide examples of those who, at the point of responding to the questionnaire, were uncertain about their future intentions. Two of these were in other education-related employment. It was felt particularly important to include at least one such individual, as these respondents who have taken up other employment may represent those who in future become Group 2 respondents, and decide to remain in their alternative employment rather than continue seeking teaching posts. As stated elsewhere, it may be particularly likely that they remain in alternative employment if this is related to education and makes use of the skills and experience gained in their teacher training, satisfying the motivating factors (such as working with children and

making a difference) that encouraged them to enter teaching. (for information on respondent motivation, see Appendix 11).

### **Fiona**

Fiona is 27 years old and completed a PGCE in secondary science (biology) having trained in the southwest. She now lives with her partner (no children) in eastern England.

Fiona had been strongly committed to becoming a teacher for most of her life:

*I'd been wanting to be a teacher since I was in primary school. ... I ran Sunday school groups and playgroups and helped out in schools in my spare time; I always wanted to be a teacher.*

However, of her PGCE year she said:

*I'm kind of glad I did it but I don't encourage people to do it myself anymore, that was one of the hardest years I've ever had, it's the only time I've cried in several years, a lot, and nowadays I always really tell people to think twice I'm afraid.*

When asked whether she felt encouraged or discouraged by her training, she said that:

*It was kind of half and half but the school stuff was definitely more useful for the practical experience, but they were making me do half the paperwork that the teachers had to do and that nearly killed me off!*

In one school she had received unsatisfactory mentoring:

*He was quite a male chauvinist pig and was very much of the opinion that women shouldn't really talk, and things like that.*

But in another placement the teachers were supportive:

*The second school, lovely mentors and things they had for us but a really, really rough school. ... As far as I remember they'd just come out of Special Measures. The teachers tried really very hard.*

On completing her training, she was appointed to a secondary school post, but never took the job up owing to her father becoming ill. He was living abroad and Fiona went to live with him and support him through the illness. She found herself quite relieved at this situation:

*The school system it was ... it's kind of too regimented, I don't really mind, I grew up in the military and I'm not bothered by following rules, it doesn't upset me but the schools are just so tightly held down and the politics and things like that as well, got a little bit depressing.*

She is currently working as an Education Officer in a charity-run Field Study Centre. As part of her role she liaises with the Local Education Authority and, apart from teaching school groups from KS1 to AS level, she runs INSET sessions for the local teachers. She enjoys this work and is undecided about applying for posts in the mainstream education system.

*I did Field Studies which is what I thought made me want to become a teacher, because I thought I wanted to have a longer term relationship with the kids, but then I was finding that what I was teaching in schools was*

*exactly as what I'd be teaching in Field Studies, but whereas even a sort of small Key Stage 1 and 2 child would grasp what I was on about in about half an hour on a seashore or in a field, do the same lessons in class, it would be nine or ten lessons and the kids still wouldn't get what it was, and it just wasn't the same.*

Fiona thought that the only thing that would get her back into mainstream schooling would be radical curriculum developments in line with her interests and expertise:

*I've heard now, from one teacher I met at a conference in London, and the whole school is geared towards outdoor stuff for geography, history, biology, it sounded fantastic and that kind of approach, 'wow, would really like to work there' because it's doing the curriculum that way rather than just multimedia indoors.*

### **Shabir**

Shabir is 40 years old with a partner and two daughters. She lives in and was trained, near her home, in the southeast. She left a career in pharmacy, which she felt was not giving her job satisfaction, and gained a PGCE in Primary education.

*I think before I did the Pharmacy, I knew I wanted to teach, and there was family pressure to not go into teaching;... at 16 I thought 'I'm not sure but I think I do'.*

*I'd done a lot of voluntary work at school ...I did get a very, very good idea before I went in, but I do think that most of these colleges ask you to spend two weeks in school before you apply; it's not enough to tell you how much commitment there is in teaching, you need a lot more experience to know ... if you finish at school at 5.30, when you get home you've still got to do a*



*bit of work to make sure all your lessons are planned properly, and the children are going to derive the best benefit from the lesson.*

Shabir wanted very much to be an SEN teacher because one of her own children had SEN and she thought the education system would benefit from her experience. Although she was positive about her experience of a placement in a 'challenging school' with a large number of SEN children, she felt, overall, that the PGCE was too short to give adequate preparation, and had been strongly discouraged by her training, during which she had realised that:

*It would be quite a number of years before I could specialise in mainstream school, and because I did my post grad at quite a late stage in my life,... I realised I wouldn't be able to do what I wanted until I was nearly 50 something, because I was only going to do part time teaching, so my induction was going to take two years, and then they look for two to three years' full time teaching before you can then specialise in special needs, and so it was looking impossible to do what I wanted to do.*

She delayed entry to teaching owing to a long-term illness suffered by her daughter. When she subsequently made applications, she felt that she could not sustain full-time work owing to the scale of the commitment and the large workload, which would not fit in with her domestic commitments. An application for a job-share raised unforeseen difficulties, and she failed to find part-time work, experiencing what she perceived to be discrimination on the grounds of her age:

*... if you are an older teacher, you're not very attractive to schools because they feel they have to pay you higher up the teaching pay spine, and they don't have the money, so when I go for interviews, they'd be very cagey,*

*'what are you expecting to be paid?', because they would rather take somebody where they could pay on the lowest, because they have to think about the money. I came across that many, many times.*

She is now looking forward to tutoring dyslexic children in the private sector:

*I was able to realise my dream, I wanted to go into education and I was able to do it because the government paid for it. I do feel very bad that I didn't go into school teaching but I know that I did make an attempt... and now I'm going to be able to use it for special needs which is exactly what I wanted to do, when I started, and I will feel that it's worked out in the end for me. There were five of us when we started, three people didn't make it, that's a lot of money just gone.*

Shabir, although benefiting herself from a training grant, recommended a different allocation of funding to bring about the improvement of teaching as a career:

*I wouldn't have been able to do my post-grad unless they had supported me, but I don't know whether they should reduce the support slightly there and put a bit more into schools and supporting NQTs at school. I have friends who have done a full year now as NQTs and have been absolutely shattered by it, and had to go back part-time suffering from stress, so it's not easy.*

### **Charlotte**

Charlotte is 40 years old, married with four children. She left part-time teaching in a Midlands preparatory school to train nearby and gained a PGCE in primary education. Unlike most of those who were unsure of their future intentions, Charlotte felt that she had been strongly (9/10) encouraged by her training, which she had enjoyed:

*That's partly why I'm doing this interview, I didn't want it to be thought that I either wasn't interested in teaching or that I'd been totally put off by the course or anything like that. I just didn't want it to seem as if I'd gone through the training which I had felt was good, and just was going to turn my back on the whole thing; I appreciated the fact that my mentor had been very good and I didn't want that just to have disappeared without some acknowledgement really.*

She was and is strongly committed to teaching, but the demands of full-time teaching and raising a family had become evident to her:

*It made me feel that I wanted to do it but I knew what I was letting myself in for, hence wanting a part-time job. I did enjoy it but I knew I couldn't do a full-time job and run the children and the home, and be flexible enough for my husband.*

While her training generally encouraged her, she commented:

*I suppose what took me aback was combining the beginning of teaching with having children who required me in the evenings; that was really daunting because I knew from my PGCE how much work was required in the evenings, and speaking to new teachers, they said that the first two or three years would be a nightmare.*

*The acres of paperwork that I covered, it just took huge amounts of time, that's all, and I realised I had to build that into any teacher employment, and it was just the sheer ... it is a huge job! That again made me think.*

While she was training, her husband gained the headship of an independent school on the south coast and she moved south on completion of her course. Her delayed entry to teaching was partly owing to this move:

*I decided to just let the dust settle, get the children settled, work out what was required of myself with a view to my husband's job and things.*

Part-time jobs in the area they moved to were much sought after, and she needed to work close to home because of her family commitments. She made one unsuccessful application to a state primary for a part-time post:

*My husband looked at it and said not to be surprised if I wasn't looked at anyway, because it was a nice job and they'd probably be looking for experience.*

In future she may consider other approaches:

*The impression I've got, there aren't many advertised jobs part time in the immediate area, I think probably once I get back into it, I would have to write to the schools and just see if there's any odd thing just to get an entry into it. They say that supply teachers are thin on the ground so that could be another route as well.*

At present, however, she is intending to apply for an MSc in special needs education (specialising in dyslexia) in the Autumn of 2004.

In terms of bringing about improvement in teachers' work Charlotte recommended:

*Childcare is an issue. Generally, I would personally be more attracted if there was a bit more flexibility about your children, you're split in two, which is always the case when having to go out to work.*

### **Elizabeth**

Elizabeth is 36 years old and is a single parent with two daughters. She lives in the South East and trained for a secondary (Geography) PGCE in London. Her previous occupation had involved a lot of travelling which caused childcare problems. Elizabeth thought teaching would 'mesh with my own offspring's holidays etc'. With regard to teaching she said:

*It's not something that I've always wanted to do, I guess I thought about it on and off for four or five years before I took the plunge to do my PGCE... . I was pretty committed, I stayed the course, I mean teaching practice is a great – does open the doors to the reality of teaching and I stuck out both of my teaching practices, and so I was pretty committed.*

She generally felt encouraged by school and college parts of training and found it 'reassuring' and felt confident as a teacher, however, unusually for our respondents, she seems to be advocating more theoretical preparation for teaching:

*In the college based bit I was disappointed in how little emphasis was placed on children's thought processes.*

Elizabeth's entry into teaching was delayed owing to the health problems of her daughter – she needed to stay at home nursing her. Later, she did some supply work and longer-term cover for maternity leave. She found full-time permanent teaching was too demanding for her and did not 'mesh' with her domestic commitments:



*Because of what I perceived as the huge workload, I didn't think that I could actually do a good job of working five days a week in a full time post, and the maternity cover post that I had was a three day a week job share. That was fantastic, working three days a week, because I felt that I could do a proper job and in fact that two days that I wasn't technically working, I was able to do all the lesson preparation and the marking, and because I'm a single parent, I need a job that I can come home at 5.30 and that is that, and although the teaching tends to finish at 3.15, I was always in school, my working hours I'd set from 7.30 am until 5.30 and I expected to be able to fulfil a full teaching role between those hours, and I felt that I couldn't do that as an NQT, and actually be an effective teacher and be fair to my pupils. That's basically why I'm not teaching now, because I've not been able to find a three day a week job share which I could do properly, and not feel totally frazzled and actually be able to look after my family in the evenings.*

Owing to these factors and feelings Elizabeth had attempted to seek part-time job-share work:

*Because I looked for a job, I actually applied for a couple of jobs but not many three day a week geography jobs come up for a start, and I did apply for a couple of local ones but really, I sort of ... I let it pass me by because it just wasn't happening for me. ... there's not much job share out there in the teaching profession that I came across when I was looking.*

She has made several applications for teaching posts, without success, and is now considering returning to her former career in database management.

Her recommendation for improvement in the work of teaching:

*I think teachers in general need more non-contact time, that would be the one thing that could make a lot of difference.*

### **Penny**

Penny is aged 40 years and has a partner but no children. She trained for a secondary science (chemistry) PGCE in the North West near where she is currently living. As a mature entrant she sought a career change in order to 'escape' from an unsatisfactory situation in her well-paid job in the chemical industry.

*I just got a bit disheartened with what I was doing, wanted a new challenge basically and I thought, 'I like working with kids, I've got the science skills, I've worked in industry, I have a lot of experience and a bit of life experience to give back, maybe it's time to do that side of it.*

Penny was unable to enter teaching directly following her training:

*I did have another temporary job to go at that point but we had a bereavement in the family, my dad died and my mum took it really bad, my mum also had severe arthritis and she was awaiting a hip replacement and all the rest of it, and basically I had this temporary job to go to, and then I got the call to go for my operation as well at the same time. Everything came all at once and I had to let the school know that I couldn't take the position because I was going in for this operation, in about three or four weeks or something, and I don't think they took it very well.*

Penny felt this situation might have negative consequences for short and long-term employment prospects:

*I've heard tales of teachers having black marks against them for not accepting jobs when they said they will do, and I also wonder whether this is not the case as to why I don't seem to be getting interviews for a job, even now.*

Since her operation Penny has had a little supply work and made many applications within her Local Authority, but has not yet been offered an interview. She explains this as follows:

*I think it could be [a] to do with the gap on the CV and [b] the fact that I'm 40 in about three weeks, I've had previous experience in a relatively good job, and I just think they look at the combination and think [a] 'what has she not been doing for the last two years' and [b] 'we'll have to pay her this much even though she's a NQT'. Now for me the money doesn't come into it, I just want to start work, but it's very difficult to explain that on a statement of your experiences on an application form.*

Though she lacked direct evidence of discrimination against her on grounds of her age, she felt that her age and previous experience were a disadvantage in her applications:

*I don't want to cast aspersions on some of the people I've come across, but some seem to feel threatened by the fact that you're a bit older and a bit wiser, and ... have experience – and look down on you sort of thing, but you can't say whether that would affect whether you'd get a job elsewhere, you can only say how people perceive you when you're there.*

Penny seemed confused and disheartened by her position. She had thought there was a national teacher shortage but now, despite much effort, was unable to get a teaching job. She felt further formal support would help though getting a job could (she perceived) be done by informal networking:

*There doesn't seem to be any back up from the colleges or anything like that, I went to the Teaching Training Authority, because I got a £600 month grant to train and then as soon as you're trained, they drop you, there's no follow up, 'I haven't got a job', 'do you need a refresher course?', I've just no idea where to go or what to do and I feel like basically I'm flying in limbo, I've no idea where to start although I keep trying to apply for jobs, and hope something will come up.*

#### **10.6.4 Delayed entry to teaching**

As identified in Section 3 above, the majority of individuals (99/166) from whom survey responses have been received could be described as delayed entrants to teaching: although not teaching at the time of the ESS or NQT surveys they have either subsequently taken up teaching employment or are definitely intending to do so.

The questionnaire asked NQTs to indicate which of the factors below influenced their delay in entry to employment (indicating as many as applied). Responses were as shown in Table 10.7 below:

**Table 10.7 Reasons for delay in entry to teaching**

<i>reasons</i>	<i>All</i>
<b>Personal circumstances</b>	
Illness or other personal circumstance	9
Pregnancy / caring for young children	17
Other carer / family responsibilities	9
<b>Personal choices</b>	
Further study	11
Gap year / travel / wanted a break	22
Teaching overseas	3
<b>Attitude to teaching</b>	
Lacked confidence after my training	10
Unsure whether I wanted to teach	16
Decided not to teach	7
<b>Employment related factors</b>	
Unable to find suitable post for which to apply	21
Applications unsuccessful	30
Offered alternative employment	17
<b>Total number of individuals</b>	96 <sup>12</sup>

The factors listed were considered in terms of personal factors, reflecting personal circumstances or choice, attitudinal factors such as lack of confidence, and employment-related factors. Examination of the replies from individual respondents indicated that, while a majority of respondents indicated one or more personal reasons for their delay, and a substantial minority had encountered difficulty in entering employment, delayed entry to teaching was, in many cases, as indicated in Table 10.8 below, a consequence of a number of inter-related factors.

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<sup>12</sup> three delayed entrants did not reply to this question

**Table 10.8     The inter-related nature of NQTs' reasons for delay**

Type(s) of reason	Number of respondents
Personal only	41 (43%)
Attitude only	3 (3%)
Employment only	22 (23%)
Personal and attitude	6 (6%)
Personal and employment	10 (10%)
Attitude and employment	11 (11%)
Personal, attitude and employment	3 (10%)
Total responses	96

**Personal reasons for delayed entry**

In this study, we wished particularly to distinguish between those who delay their entry to teaching employment because of personal circumstances such as pregnancy, or through choice such as taking time out to travel, most of whom subsequently enter teaching, and those who wish to teach but are initially unable to obtain appropriate employment. In the provider interviews, this distinction between those NQTs who make a conscious decision to delay entry and those who are unable to find a post emerged clearly. The latter group of NQTs is of concern if we wish to maximise entry to teaching employment.

In the questionnaire response, 33 out of 96 respondents indicated one or more 'personal circumstance' (illness, pregnancy or family responsibility) that was the reason for their choice: 34% of all of the delayed entrants. Of the remaining respondents, a further 27 gave reasons of personal choice, such as the decision to undertake further study (10), to take a gap year (16) or to teach overseas (1). Of the 60 respondents indicating one or more personal reasons for their decision, 41 indicated only personal reasons for their choice.



The other 19 of those who gave personal factors also indicated other factors, with six indicating in addition, attitudinal factors that affected their decision to delay entry, being, at that point, unsure about whether they wanted to teach. Thirteen NQTs indicated both personal and job-related factors, for example the decision to take a gap year appears, in a few cases, to have been influenced by difficulty in finding a job, or, in a couple of cases, by the opportunity of alternative employment.

Almost all of the providers interviewed were able to identify NQTs who wanted to take a year out and travel, or do voluntary service. For one provider taking a gap year at 21 rather than 18 was, in their experience *a new thing*, which was *more prevalent recently*. There was a general confidence that most would apply for posts on their return and several interviewees spoke of subsequent requests for references for those known to have taken a gap year.

A significant factor delaying entry recounted by one institution was the incidence of pregnancy. The interviewee explained that

*... very often we get young women of about 28 or 29, who made a decision to change career, have been a classroom assistant, have done their degree late, I think it's the age profile, and it just seems that every year we have half a dozen at the end of the year who say 'I'm pregnant'*

One provider in the south west, who categorised those delaying entry / not entering the profession into five groups, estimated that around 25%

*delay going into teaching for personal reasons such as the natural accidents of life, so things like pregnancy, illness.... So they're pure*

*random circumstances that are nothing to do with the decision not to teach, but force a delay ...*

and that a further 10-15% 'go travelling, they decide they want to go overseas'.

Three individuals related their late entry only to lack of confidence and uncertainty about whether they wished to enter teaching employment, rather to specific alternative choices of activity. In respect of these NQTs, the comments of one provider interviewee are pertinent:

*... but there are students who have found it a struggle and ... some of those students delay their entry.*

In some cases this had been prompted by the need to *take a bit of a breather*, reflecting the feeling that

*...'gosh, I've had a really hard year, and I just don't want to commit myself to another year like that one just yet.*

One questionnaire respondent wrote:

*My delayed entry to teaching is mainly linked to pupils' behaviour – I was scared and I still am. However, as I build up my experience I feel I have more control over the kids.*

### **Employment-related factors**

From the delayed entrants responding to the questionnaire survey, 22 NQTs only gave reasons that related directly to employment, indicating that they had failed either to find or to be appointed to teaching posts, or that they had been offered alternative

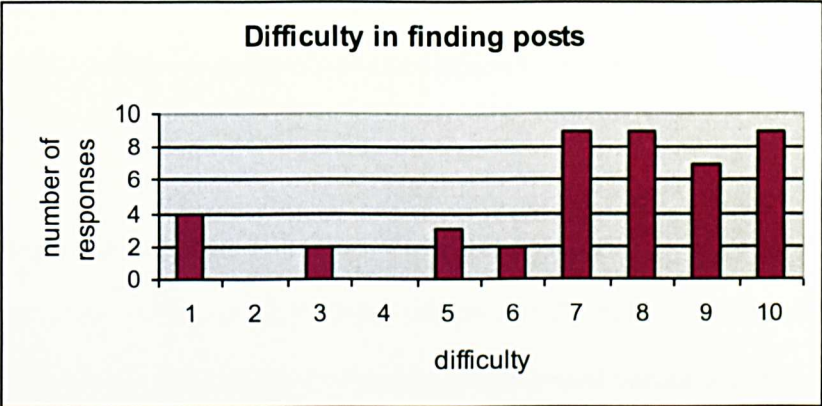
employment. Eleven more not only indicated that there were job-related issues for their delay, but also combined this with attitude factors, uncertainty about whether or not they wanted to teach, and their lack of confidence after training. It is interesting in view of their subsequent decision to enter teaching employment that 5 NQTs indicated that they had delayed entry because they had decided that they did not want to teach.

We wished to explore further those for whom employment-related factors played a part in their delayed entry. We included those 14 who had also indicated personal reasons such as taking a gap year, and were thus considering a total of 48 NQTs.

Of this group, 21 indicated that they had not found suitable posts for which to apply, although 15 of these also indicated that they had made unsuccessful applications. A further 15 had made applications that were not successful. 10 stated that they had been offered alternative employment, but gave no indication of looking for teaching posts: three of these appeared to have taken up alternative employment during a gap year. Seven of those who had failed to find posts, or had made unsuccessful applications, had been offered alternative employment.

In order to find out more about the situation of these respondents, we examined responses to a question which asked NQTs to what extent they considered that they had experienced difficulty in finding teaching employment, see Figure 10.5. Difficulty was rated on a scale of 1-10 with 1 representing no difficulty and 10 'considerable difficulty'.

**Figure 10.5** Perceived difficulty in finding teaching employment



Most of this group indicated a high level of difficulty. The mean difficulty score for this group was 7.2. In clear contrast, the mean difficulty rating for those who had delayed entry purely for personal reasons was 4.0.

The questionnaire further asked NQTs to respond to a question asking about the reasons for the difficulty. The numbers selected each option were as shown in Table 10.9 below.

**Table 10.9** Difficulties in obtaining posts

Not enough jobs available locally	32
Part-time posts not available	9
Job-share posts not available	7
You were not appointed to the posts for which you applied	27
There were not posts available in your subject specialism	13

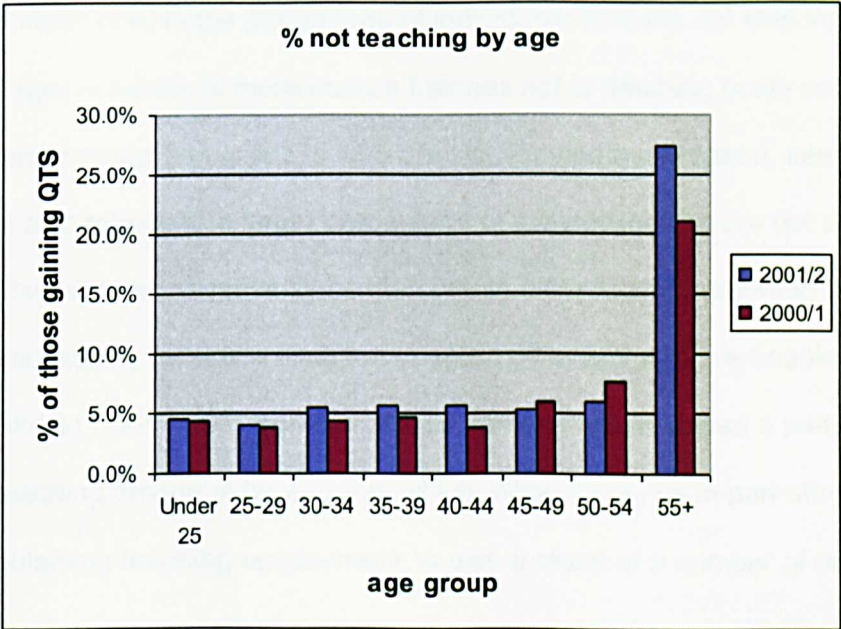
Those who had made applications were also asked if they felt that they were disadvantaged or had experienced discrimination in applying for teaching employment. 13 individuals answered yes to this question. In terms of the basis for this, respondents gave a range of replies, the most frequently occurring being age, but with several commenting on the *disadvantage* of other experience and qualifications, three mentioning gender and one each their religious beliefs and disability.

The findings from the questionnaire survey concur with the suggestions from the provider interviews that geographical location, age, and types of posts sought may be factors influencing the success of job search among NQTs. These factors are considered separately below.

**Age / maturity**

The chart in Figure 10.6 below relates to ESS data, and shows how the percentage of NQTs known not to be in teaching employment varies with the age of the trainees. The charts for both 2000/1 and 2001/2 show a very similar pattern, with those under the age of 30 least likely not to be teaching, with the lowest percentages in the 25-29 group. Above the age of thirty there is a slight increase in the percentages known not to be teaching, with a more marked increase after the age of 50, and with those in the 55+ age bracket highly likely not to be in teaching employment.

**Figure 10.6    Percentage not in teaching employment, by age of NQT**



TTA data

Some media reporting has suggested that the higher number of older trainees not in post reflects difficulty experienced by mature entrants in finding posts: this would be imply that higher numbers of older NQTs would be likely to be seeking posts (cf Dean, 1996). Table 10.10 below gives the figures for those seeking and not seeking teaching employment, by age of trainee.

**Table 10.10    Those seeking teaching posts, by age of NQT**

age	< 25	25-29	30-34	35-39	40-44	45-49	50-54	55+
Seeking a teaching post	2.1%	2.0%	2.2%	2.2%	2.1%	3.3%	4.9%	15.8%
NOT seeking a teaching post	2.3%	1.8%	2.2%	2.4%	1.7%	2.7%	2.8%	5.3%

TTA data (2001 completers)

There is an interesting picture here, with no noticeable difference between age groups until we reach the 45+ age groups, where two factors emerge. There is a rise in the percentage of those seeking teaching posts. There is also an increase (though a smaller one) in the percentage of individuals who are not seeking teaching posts. The larger numbers of more mature trainees not in teaching posts corresponds in part to a larger proportion of NQTs who are still, for whatever reason, seeking employment, but is also related to a larger percentage of individuals who are not seeking posts. It may, however, not necessarily be the case that the higher proportion of those seeking posts necessarily reflects a situation in which older entrants are unable to find employment. Bird's (1999, 2004) work on mature trainees has indicated a pattern of late entry to teaching among older entrants which, while it may be in part attributable to difficulties in obtaining teaching employment, is also a result of a number of other inter-related factors.



Providers frequently commented on the number of local mature students they were attracting, though the age threshold varied, as did the position at each institution. One interviewee referred to two groups:

*...younger career changers, the people who have done two/three/four/five years in something and think 'no that wasn't for me, I'll try teaching' (and) ... later career changers, up to their 40s, with the odd 50 or so.*

In terms of entry into teaching, some provider interviewees saw maturity as a powerful stimulus for finding a job as soon as possible. They perceived mature students to be more committed and driven by their existing circumstance, often because they had families and financial commitments. Whilst commenting on the high levels of motivation shown by mature NQTs to secure a job, providers did not wish to denigrate the commitment of their fellow younger colleagues. It was simply that mature NQTs

*... have a more immediate need, ... (and feel) 'I've done the course, now I've got to get a job', they haven't got time to mess about, they haven't got time to think 'I've done this now but I'll have a year out/or think about it'.*

In providing exemplars, interviewees frequently, though not always identified a significant gender group. One provider said

*...(mature) men starting the course have very often waited several years to do so, until they're in the financial position to be able to, their wife has supported them through the year and they feel it's incumbent upon them to get straight in and do it.*

Another provider, in commenting on the incidence of local mature students over 30, possibly even 35 added

*... it's often women who have had children, and are taking up a teaching career, often having just done a degree.*

However, one interviewee reported that age could be a barrier to entry into employment for mature NQTs, commenting on older trainees coming back from unsuccessful interviews having been given informal feedback that the post had gone to someone who

*... they could put on the first level of the scale whereas they would have to put me on Level 4, because of my previous experience.*

The greater flexibility given to governing bodies (within the limits of their budget) and the changes to salary scales meant that providers felt that such examples were becoming less the case. Yet, for one provider age discrimination was a significant issue and represented a real lost opportunity.

*We encourage applications from mature trainees, those who have had a change of career path. This area (was renowned) in terms of ... industry, so we have a lot of people with fantastic industrial backgrounds, scientific, management and we courted them really, we got them in and they were highly effective in the classroom, but the message we got from those people and still do get is that they perceive themselves as being too expensive. They're often asked questions about how long they're going to stay in the profession and so on. Some write off with very good applications but I'm sure if they left their age or date of birth off they'd be short listed, but*

*they're not ... Our oldest trainee was 52 and eventually gave up trying to get into teaching and went back to running his own business. That's tragic.*

NQT responses to the preliminary survey and to the free response area of the questionnaire identified the same issue:

*I know that my age was a factor. I have spoken to some headteachers and they admit that anyone over 35 was straight into the bin. I applied for over 50 jobs between April 2002 and October 2002. I found a job in January 2003 in a school where the head prefers mature teachers.*

*Interestingly, the only people from our course who did not gain employment were all 35+ and two are still not employed.*

In addition to this suggestion that some mature trainees found difficulty in being appointed to posts, and other provider told us that:

*... another group are mature students, often female, who require employment in a very specific area... and it's usually just a question of there not being jobs available, so they're very willing to teach but simply can't secure employment, so their circumstances mean they can't re-locate...*

The provider estimated that this group accounted for around 25% of those who did not enter teaching immediately after qualification. This is consistent with Bird's work on mature entry (2002, 2004). The same provider reported that, for these mature entrants,

*The general trajectory is that those students who don't get jobs first and even if they do part-time and supply work in their first year, they do tend to end up with permanent jobs.*

### **Geographical location**

As indicated above, some providers recognised difficulties associated with job search where NQTs were limited to a restricted location. It appears that difficulty is also associated with the specific geographical regions in which posts are sought. From both provider interviews and from NQT responses it was clear that, for a minority of students, delayed entry to teaching employment reflected their inability to secure an appropriate post in their area of choice.

Many of the provider interviewees reported that they recruited heavily from their local area and that most of their NQTs found teaching employment within the locality, often capitalising on the links already made with placement schools and the reputation of the training institution. This is consistent with TTA data for January after qualification which shows 58% of NQTs employed within 25 miles of their training provider, and 75% within 50 miles. However, one provider expressed some uncertainty about NQTs who had moved to areas beyond their *zone of influence* and there were some examples from others of lengthy searches for employment when NQTs moved back to some home areas. Providers gave individual examples of NQTs struggling to find posts in an area of East Anglia close to their home and in Wiltshire. In the latter case the student was described as *very good*, and had had many interviews, though no reason was given for their failure to secure a post.

Where training institutions were based in or near major conurbations, the very large number and varied nature of schools, high staff turnover rates, and competing LEAs usually meant that jobs were available for those looking for them. As one provider said

*Really it's a question of the students from our college shopping around to get the best deal, if that's the sort of thing they want. Because they've got the pick, if they don't mind travelling into London, or up to [LEA [named]], or they don't mind travelling here or there, which is all do-able, they can actually choose the LEA they work for which gives them the conditions that they want.*

Beyond the capital, interviewees in major conurbations often pointed to the attraction of their area in terms of employment. Jobs were available, the environment attractive, the community vibrant and housing not too expensive. As one questionnaire respondent wrote:

*Living out of London helps reduce costs, travel and other pressures*

However, a provider in the south west presented a rather more complex picture. Accounts from NQTs interviewed in the preliminary survey, and comments from the questionnaire survey suggested that some NQTs found that they experienced real difficulties in certain areas, of which the South West was especially notable.

*I was unable to secure a job in Devon due to lack of teaching jobs. There is a ratio of (30:1) thirty applicants per post offered. There is not a teacher shortage for ICT specialists in Devon.*

*I am keen to stay within Devon. The demand for the few teaching positions that have arisen has been great and thus I have secured only 2 interviews.*

*I didn't find any suitable jobs in the area to apply for during the final stages of training ..... I ended up finding a job by designing my own 'brochure' and sending it to every school in the SW.*

One NQT who is struggling to find employment in Cornwall said:

*There aren't jobs. People aren't moving. It is difficult even to get supply as older teachers are taking redundancy and then doing supply – there is a cartel of regular supply and it is hard to break into this. People are moving down to the area, very well qualified and experienced, they just want nice jobs, not scale points, so there is experienced competition. I am told that I interview well but that I am not experienced enough. I feel that my age is against me. I need a chance to do an induction year.*

Though there was clearly a particular issue in the South West, other regions also featured in this respect:

*For most of the jobs that I have applied for there have been between 17 and over 50 applicants for 1 post. In the North West there is not a shortage of primary teachers!*

TTA data, analysed to show the percentage of NQTs known to be seeking posts in each region of the country shows the following picture:

**Table 10.11    NQTs seeking posts, by region**

<i><b>Region</b></i>	<i><b>% of NQTs seeking posts</b></i>
South West	4.40%
North East	3.30%



North West	2.90%
Yorkshire and Humberside	2.40%
East	2.00%
South East	1.80%
West Midlands	1.70%
London	1.60%
East Midlands	1.50%

This shows variation between different regions of the country which is clearly consistent with the accounts of NQTs (above) in suggesting that there may be particular problems in finding posts in the South West, and, to a lesser extent in the North of England. This is also consistent with DfES teacher vacancy data (Appendix 12) which, despite slight year on year variations, shows a clear picture of very low vacancy rates in the South West, low rates in the North, high rates in the East and South East, and highest rates in London.

Questionnaire responses were also used to explore this regional dimension (see Appendix 12). The mean level of perceived difficulty in finding teaching employment was calculated for each government office region for all those trainees seeking posts in one region only. Though the small number of respondents in each regional group means that we should be cautious in interpreting the data, nevertheless, two clear groups emerge: on average those seeking posts in the North and South West rated their difficulty in finding posts as higher than those seeking posts elsewhere in the country.

Local availability of posts varies and appears to be an important factor in determining the extent to which NQTs are able to enter teaching employment immediately after qualification. For the respondents, this raised issues related to supply teaching and post-training support which are considered in the following section of the report.

## **Part-time and job-share work**

Providers' experiences of newly qualified teachers looking for job-share or part-time opportunities varied. One provider who had little experience of this stated that trainees felt that they wanted 'their own class, they don't want to share it ... because they had to share it while on ... teaching practice'. Another argued that 'students' drive is to get the induction done as quickly as they can', a factor militating against part time or job share work.

Others, though, recognised that individual circumstances could lead newly qualified teachers to seek part-time employment. Providers identified mature women with young children as those most likely to prefer part time work or job share.

*...it's always the same person, it's the mature student who's a mum... It's a very small percentage, but it's a significant pattern, a repeated pattern and they often turn out to be very good teachers ... who stay in teaching , probably until they retire ... and I think there is a tendency to undervalue them.*

One provider noted that those who made the decision right from the start were usually successful in getting jobs, another noted success where trainees paired up to apply for positions as a job-share team:

*A lot of them actually set up job shares between them on the course.... You know, one of them will be on a placement there and then say, 'My friend and I want to job share together'.*

However, providers recognised that there could be difficulty in obtaining part-time positions; consistent with the findings of the preliminary survey in which several

individuals commented on the poor availability of and high competition for part-time positions. This concurs with OfSTED findings, from the 1994 report looking at part-time and returning teachers:

*Some areas of the country have a plentiful supply of part-time teachers and a surplus of potential recruits. (p.9)*

One reason for this is that there are many women returners with children who also seek part-time employment.

However, whilst providers noted the difficulty of securing part time, and particularly job share positions, particularly in *mainstream subjects*, it was recognised that in certain subjects – such as music and drama – schools are more prepared to look at part time appointments even though *it is less easy* to secure a part or job share position than full-time employment.

Data on part time posts indicates a continuing increase in the number of part-time posts (DfES, 2004) although previous Department data (DfEE, 2001) which gave a breakdown by phase, suggested that the increase in part-time numbers was mainly in the nursery and primary sector. The desirability of an increasingly part-time profession may be debated. Nevertheless, in terms of increasing overall supply and improving retention, increased availability of part-time posts may serve to attract more women into and the profession, and retain those, such as the NQTs quoted below, who qualify but find full-time employment incompatible with the demands of family and home.

*Workload interferes with family/work-life balance unacceptably so. I love teaching but workload is unacceptable. I cannot/will not ever take a full-time post because this leaves no time for family etc.*

*I do not wish to work on a full time basis as it is virtually impossible to achieve a sensible work/life balance.*

### **Competition with more experienced applicants**

A number of comments made by NQTs referred to problems in gaining posts because of their *lack of experience*. The comments below illustrate what was perceived to be an issue. This situation is only likely to be a problem where there is a plentiful local supply of teachers and competition for posts, and may be more marked where trainees are seeking part-time positions:

*Most job advertisements state that NQTs are welcome. The schools then tell you that you haven't been successful due to lack of experience. How are we supposed to get experience if no-one lets us in? Why state it on advert?*

*It is unlikely I will go into the primary teaching I qualified for due to the fact that all the positions I have applied for seem to have people already lined up for the job. Thus, I have become disheartened and am thinking of going into another profession (though still based in education).*

*Also I was applying to job after job, getting some interviews, but always being told that there was someone always more experienced than me.*

### **Ethnicity**

TTA employment data analysed by ethnic group shows, for both 2000/1 and 2001/2 completers, a marginally larger percentage of ethnic minority NQTs who are not in employment, though the difference is not sufficiently significant (see Appendix 3) for

any firm conclusions to be drawn from this, especially in view of the level of non-reporting of ethnicity.

Analysis of survey data and provider interviews does not indicate any issue related to ethnic minority NQTs and their entry to employment. However, one provider did point out that there was an issue as regards in-course retention of ethnic minority students, and the need for support to ensure retention may be at this point rather than post-qualification.

Fifteen of those responding to the questionnaire (9%) identified themselves as belonging to non-white groups. Of these, 11 (73%) had taught since qualification with two more definitely intending to do so: this was higher than for the white respondents. Of those who had taught, the average rating for difficulty in finding a post was slightly lower among ethnic minority than among white NQTs. Among those who reported encountering difficulty in being appointed to posts, the most common reason (eight NQTs) was the limited availability of part-time posts. None of the ethnic minority respondents felt that they had experienced discrimination on grounds of ethnicity in applying for jobs.

## **Disability**

TTA data (Appendix 3) shows a higher percentage of NQTs with disability not in teaching employment as compared to their peers, with more than half of these not seeking teaching employment. As in the case of ethnicity, it is important to bear in mind caveats about those whose status is not known. This appears to be particularly so in this case, where the figures for those whose disability status is not known are markedly different from those who with no known disability.

This study did not specifically address disability, as the sample size was too small to contain many disabled NQTs. However, one questionnaire respondent wrote:

*Unfortunately I came across discrimination during a placement. I was told I wouldn't be able to get a job and no school would improve access to accommodate my wheelchair where cost was involved. I did supply teaching and came across very little discrimination but unfortunately when it came to getting a teaching position although on occasions it had been suggested I had a strong chance the school governors did not accept me.*

This respondent described themselves as highly committed and having performed well on their course of training. They are not currently teaching, and are unsure whether they will teach again. In view of the drive to increase diversity in the teaching force, as well as to improve retention, this is a sorry example.

### **Secondary subject**

Table 10.12 below gives a breakdown of secondary NQTs not in teaching employment by subject (2001/2 completers, TTA). The subjects have been ranked in descending order of the percentage not in teaching employment.

**Table 10.12 Percentage of NQTs not teaching by secondary subject**

<b><i>Secondary subject</i></b>	<b><i>% Not teaching</i></b>
Geography	6.80%
Classics	6.50%
Business studies	5.80%
Citizenship	5.50%
Drama/dance	5.30%
Modern languages	5.30%
History	5.20%
Science	5.10%
Art	4.60%
Mathematics	4.50%
Social science/studies	4.40%



Music	4.30%
Religious education	4.20%
Physical education	4.00%
Design & technology	3.80%
Economics	3.30%
Information & communications technology	3.20%
English	1.80%

There are quite large differences between the different subject areas with geography, classics, and business studies showing high percentages of NQTs not teaching. In general, the shortage subjects have the lower percentages of NQTs not in teaching employment, although science, which is a shortage subject, has a similar % not teaching to history which is not. The difference between the individual science subjects, physical as opposed to biological sciences is not shown by the available data. English has by far the lowest figure with only 1.8% not teaching.

Provider interviewees' responsibilities covered both phases of education and a broad range of subject areas. Inter-subject variability was not seen as a great issue and no subject appeared to prove widely problematic in terms of getting employment, though one provider in the south west thought in geography jobs had been 'slightly harder (to find) recently'. Another in Yorkshire felt that PE was a 'more competitive market place' but added

*It's not a case that in some subject areas we can't place our trainees, we don't have one specific subject area where people are leaving and not getting employment, and usually all the trainees who want to go into teaching and are actively seeking jobs, have got jobs, often by February before they've qualified.*

Perhaps predictably, providers felt that maths, science and MFL students had the least difficulty in finding posts if they wanted one

*... generally our maths and science trainees find work very, very readily. All the mathematicians are snapped up at Christmas for secondary, and the modern foreign languages they're snapped up before they're even half way qualified.*

Overall, interviewees across the phases did not see subject choice as having a significant impact on delaying entry to teaching employment, though they did recognise that some subjects were likely to lead to appointment quicker than others. None reported that NQTs trained in specific subjects had experienced real difficulty, if they wanted to teach.

### **10.6.5 Increasing entry to teaching**

In this section we seek to explore how the entry to teaching employment of those who successfully complete courses of initial teacher training may be increased, drawing both on the findings of the previous sections of this report and on the views expressed by questionnaire and interview respondents.

In terms of increasing entry, there are two important areas to consider. The first is that of initial teacher training, and the changes which might be made to teacher training in order to encourage more trainees into the profession. Given the strikingly high extent to which questionnaire respondents felt discouraged by their experience of training, we wanted to explore what changes might be made to support entry to teaching employment. The second area is that of possible changes to teaching more generally that might encourage entry among those who have qualified.

**Initial teacher training**

All those responding to the questionnaire were asked to indicate the extent to which they felt that changes to initial teacher training would help to encourage more people to enter teaching employment after training. The responses are shown in Table 10.3 below. Further analysis of this data by groups of NQTs can be found in Appendix 13.

**Table 10.13    Changes to ITT that might encourage more people to enter teaching employment after training**

All respondents	Very helpful	Moderately helpful	Slightly helpful	Not helpful	No response
After-course support for those who are unable to move straight into teaching	55%	22%	16%	4%	3%
Reduction of the paperwork required on the course	54%	27%	14%	4%	1%
More practical and less theoretical training	54%	24%	10%	11%	1%
Better quality assurance of mentoring	48%	34%	13%	3%	2%
More appropriate allocation to placement schools	46%	26%	20%	6%	2%
Financial incentives for undergraduates	45%	30%	16%	7%	1%
More tutorial support during school placements	39%	32%	22%	5%	2%
Preparation for supply teaching	37%	33%	22%	7%	1%
Employment counselling	35%	30%	25%	8%	3%
More awareness of the needs of mature trainees	22%	34%	25%	14%	5%

Each of the areas is considered below:

***Reduction of the paperwork, more practical training, more tutorial support***

Perhaps predictably, two of the changes that NQTs felt would make the most difference were a reduction in the overall amount of paperwork required and more practical rather than theoretical training. These are clearly illustrated by some of the comments made

by preliminary survey respondents, which are in line with responses to the TTA's NQT survey (see TTA 2003) in being critical of the theoretical elements of their training, seeing them as having little relevance to day-to-day classroom activity. Comments referred to 'the distance between theory and practice', 'plenty of modules and sessions that were not relevant' and a 'theoretical element' that was 'largely unrealistic'.

Several commented that in terms of the college-based training there were 'too many unnecessary hoops to jump through', and that the assignments and tasks were 'just things that had to be done to pass but which seemed to be of little relevance in the day-to-day scheme of things'.

Typically, NQTs asked for more college-based sessions that had clear relevance to their experiences in schools, for which they felt they could have been better prepared, especially in the area of behaviour management. Another interviewee felt that scant attention was paid to teaching children with special educational needs, and felt that with the push towards inclusivity there was a need for much more specific training in ITT.

One provider interviewee explained how they had changed their course in the light of feedback of this sort:

*We've had headteachers and LEA people in talking about inclusion, 'this is what we do and this is why we do it', and feedback from that has been phenomenal really. Issues about the timetable were awkward,.... but in terms of how relevant and useful, they really valued the fact that they were being talked to by and discussing with practitioners, people they held in high esteem.*

Some NQTs wanted more individual support in training, with training on aspects 'relating to personal individual needs' and their own particular school placement contexts. One said that they felt that they needed much more support from the college in relation to the school-based elements of the course, ideally tutorial sessions every week during school placement. In this respect, one provider commented on the desirability of 'trying to individualise the support for the small number who need specific help'.

***Better quality assurance of mentoring and more appropriate allocation to placement schools***

Almost half of the respondents felt that more appropriate allocation to placement schools would be very helpful. Certainly, among interview responses, several interviewees felt that the way in which school placements were organised needed to be improved. One complained that 'half the time [the schools] did not seem to know that we were coming! There seemed to be poor communication between the schools and the college'. Another said 'placements were characterised by disorganisation. The university took a long time to sort these out and then gave students 2 days notice. Yet placements could be 50 miles away'.

Respondents were especially critical of placements that they felt did not meet their own training needs, such as one trainee neither of whose main placements were in her preferred key stage. A number of students felt that insufficient attention had been paid to their personal circumstances when they were allocated to placement schools: for example, a mature student with young children said that she was allocated to the most distant placement school used by the HEI, while younger trainees with no dependents were placed in the schools nearest to the college. Another student who had made the college aware that he is homosexual felt that it was inappropriate that the HEI placed him in a Roman Catholic school where he felt intimidated.

In addition to improvements to the organisation of placements, a number of those interviewed in the preliminary survey commented on the need for quality assurance of mentors in schools, and almost half of the questionnaire respondents felt that better quality assurance of mentoring would be very helpful. This need for QA clearly recognised by the provider representatives interviewed in the research, and an area in which all of the providers contacted already made strenuous efforts. The provider interviews confirmed the extent to which these issues are linked to that of the supply of partner schools. Those providers who had a stable and adequate supply of training placements were more easily able to ensure appropriate placements and good quality mentoring. For example, some training providers in London noted that they were able to draw upon an enormous number of contrasting types of schools.

*We're in a location where there are thousands of schools ... We've got a lot of very good schools within easy striking distance, we've got a lot of very acceptable schools within easy striking distance and we've got schools where you would actually say to the student 'this is a challenging school if you want this kind of experience... .*

Another provider, described as being in an area where there are big numbers of contrasting schools available – multicultural inner city schools, those in the leafy suburbs, church schools and independent schools – was able to give students

*A number of different experiences and therefore (they) are better able to choose the sort of school that they feel will fit them.*

For another provider the great number of partnership schools available to them meant that if a student had had difficulties with a school on their first placement, it was possible to make sure that on the second, final teaching practice



*They are put into a school where we are absolutely rock solid sure they will get a positive experience.*

However, for some providers finding enough partner schools was a major concern; and assuring quality of placement was a challenge for all. One provider described the availability of partner schools as a constant struggle and recognised that 'it would be naïve to say that it doesn't have any impact on the quality of the placement'. For this provider, it had proved most difficult to get sufficient placements in the biggest subject areas, science, modern languages and English. Another provider similarly commented:

*Science is a particular problem with placements, because it looks (fine) on paper. We have something like 70 trainees... If you find 70 schools that means there isn't a problem because you place the 70, then, of course, you've got 30 of those schools saying 'we really need a physicist' and 25 of the trainees saying 'we really can't get to [town]' and then you find the jigsaw is very tight, there's no manoeuvre, ... its not a crisis but each year it's tight.*

Despite the potential number of schools, one London provider had experienced 'a lot of difficulties this year', and a second London provider felt that the availability of appropriate placement schools was a big problem:

*...you just can't do it, there just aren't enough schools available for the number of places. London as an area trains 20% of all the teachers in this country every year, so that's a lot of placements we're looking for, probably even worse in primary.*

In primary, the problems were seen as being compounded by:

*The new QTT requirements for everyone to have a Key Stage 1 placement, so there's a tremendous squeeze on those Key Stage 1 places, and given that that's only two years and one of those is a SATs year, it has caused tremendous problems.*

For some providers, difficulties are such that placements are spread over a very wide geographical area and involve lodging out which 'a significant minority do not like at all'. These sort of capacity difficulties raise quality assurance issues, and provider interviewees frequently described the care taken to provide support systems, monitor placements and implement programmes of mentor training. Despite all the efforts that providers make, some problems are still inevitable, as one large provider, who emphasised their careful QA procedures, pointed out:

*90% of problem placements the following year are not a problem in that particular department. It's amazing how often it's a relationship problem: that the student dissatisfaction or school dissatisfaction is simply because the two didn't get on'.... 96% rate their school placement as good or very good.... Even 4% is quite significant because it does have a significant impact on the student's feelings about themselves, and about teaching. We do our best to try to pre-empt or stop it but we'll never get 100%.*

In terms of increasing entry to employment, and in the context of providing placements, one provider pointed to the importance of ensuring that all schools become involved in ITT.

***After-course support for those who are unable to move straight into teaching***

Of all the options, the one that received the most responses indicating that NQTs considered that it would be very helpful in increasing the extent to which those who qualified would enter teaching employment was the option, 'after-course support for those who are unable to move straight into teaching'. A number of interviewees who had delayed their entry to teaching commented on the need for support, information and advice when they started to look for jobs, and felt that they did not know who to approach, or where such information might be found. They felt that the sort of help that would be offered to final year trainees by the HEI was not available to them, especially if they were no longer living close to their training institution. Some of those who had delayed entry felt that they lacked confidence, and would have welcomed the opportunity of a short 'refresher' or training update. Others were unclear about induction arrangement and did not know whom to ask.

*I travelled for six months then returned to the UK but found as I had left college there was little support in helping me to find a job as compared to if I had left college and gone straight into teaching. This made it quite difficult filling out application forms, getting references, etc.*

*Part of the delay has been purely family circumstances. I would love to get back into teaching, but realise that it will be gradual and take time, and feel the pressure of having to do the induction year etc within a certain amount of time. Post-course info is what I shall be looking for next – not the fault of the college, since I am no longer there!*

*I felt that when I finished my training I was not prepared for getting a job. I had to sort out a lot myself after I left college eg. supply register, applications. I was just not prepared for what I dealt with after my training and felt there was no-one I could go to for advice.*

It is possible that the provision of such support might be a relatively inexpensive way to increase entry to teaching employment – this could perhaps to be linked to regional recruitment initiatives. The comment of one of the provider interviewees is relevant here:

*I guess we could retain more if there was some financial inducement to HE places to stay in touch with their students, because it's a bit like the trenches, when the whistle blows you say 'off you go', and you don't know whether they die or not out there.*

### ***Appreciation of the needs of mature trainees***

We were surprised by the number of comments that were received relating to the situation of mature trainees, and that 22% of all respondents indicated that they felt that more attention to the needs of mature trainees would be very helpful. Respondents to the preliminary survey commented that they felt there was a lack of sensitivity to mature trainees; commenting not only on their needs failing to be considered in respect of school placements, but also on the patronising attitude of some HE lecturers to mature students and pitching of academic level below theirs.

*I was a mature student having taught already. I sometimes felt that I was being patronised. The college was not very good at appreciating that mature students have different needs. Once you realised that that appreciation was not there, you just had to get on with it.*

*The training needs to be aimed at more mature people who have been around the block a bit. It can be insulting when they are telling you how to behave.*

*I have a postgraduate degree. I know how to study...I am a mature student with 12 years experience of teaching. If I had taught my students like that, they would have found it annoying.*

One questionnaire respondent indicated clearly that it was the attitude he encountered during training that led him to decide not to teach:

*The biggest disappointment during my course was the lack of respect shown by tutors and one of my placement schools for achievements and skills that I brought from my previous career. Their lack of professionalism caused a change in my attitude towards teaching so great that even the excellence of my final placement school could not redeem the situation.*

The contrast between the rhetoric recognising 'the importance of attracting entrants into teaching from the widest possible range of backgrounds, including mature entrants, with experience of other working environments' (DfEE 1998a, p.5), and the reality experienced by this trainee gives cause for concern. Given recent increases in the numbers of older trainee teachers, and the recruitment campaign aimed to 'target more graduates in their twenties and thirties who are working in jobs they regard as soulless' (Tabberer reported in BBC News, 2003), it is important that training institutions are aware of and pay attention to the needs of these trainees.

### ***Training incentives / financial support for undergraduates***

A number of provider interviewees highlighted resentment that training incentives had caused with undergraduate students, and 45% of questionnaire respondents felt that some financial incentives for undergraduates would be helpful in encouraging entry to teaching employment. There was some sympathy for this view. One provider thought it 'enormously unfair' that bursaries were not there 'at least for the final year of the

undergraduate's degree'. The impact on the morale of undergraduates was noted by one interviewee:

*It ... caused some problems for people on longer routes who had gone into teaching with no financial incentives, simply that dedication and interest in being teachers who then thought of themselves as second class citizens who weren't worthy of any financial support.*

For another provider the training incentives were having an impact on undergraduate course recruitment and the interviewee speculated that 'what's happening with the bursary will kill off undergraduate secondary' ...Even so, they added, ...'it's helping to attract people into teaching'.

#### ***Preparation for supply teaching, and the need for employment counselling***

Among those trainees who had not immediately entered teaching, several had found it hard to find jobs, and were critical of what they saw as a lack of preparation for, and a lack of honesty about, the job market. Difficulties in finding posts meant that NQTs were forced to move into supply teaching as the only option open to them in the short term, and some felt that their training courses had not prepared them for this eventuality. In the same context, a number of interviewees felt ill-prepared for finding employment:

*Really strong feeling: no one prepared me for being a supply teacher or with the registration process. I was in Cornwall, the college must have known about the recruitment problems... The college just failed to market us.*

This trainee, and others based in Cornwall who encountered difficulties in obtaining posts, expressed the view that it is important for training providers to give potential



trainees a realistic view of their employment prospects, and to prepare them for marketing themselves after qualification. Potential trainees need to be made aware that teacher shortages are not universal, and that some local areas remain over-supplied with teachers.

Most providers had experience of students taking supply work. The circumstances in which this occurred varied. For two providers supply work was more likely to appeal to 'those who had struggled more', and to those 'who haven't had a good experience on their final practice' or who have 'struggled and found it quite hard'. Another provider had seen the occasional student taking on occasional supply work during a gap year. More significant in terms of this research project were the examples given of newly qualified teachers who had either returned to their home area or had moved to their partner's home area, been unable to find permanent employment for a considerable period of time and taken up supply work. This situation could be exacerbated by LEAs which ring-fenced positions. Citing the example of a neighbouring shire authority a provider on the edge of a major conurbation noted the difficulties this posed for some students with family roots in the shire and who wished to teach there. The view had been 'I'll drift into supply in the area' and 'I would rather do supply and be near home.' For another provider, though, a few students choose to do supply on qualification, 'because they can drop in and out as it suits them'.

With an understandable focus on the preparation of students for full-time posts, it seems that very little is formally done to prepare students for the demands of supply work. One provider noted that it would be always be raised in discussion, another that *supply at induction* was covered with the whole cohort. The opportunities provided by supply work formed the basis of pastoral guidance from one provider:

*Don't be rushed into a job. If you can't decide where you want to be and you're not sure about the schools, supply in the area for a while, and see, you'll get known and you'll get to know the schools, and then that might be an easier way in.*

It is not uncommon for supply agencies to talk to student cohorts towards the end of their course, or be represented at job fairs and a number of providers noted students doing supply work before getting a full-time job. Most commonly this occurred immediately after completing the training and could be extensive, but two providers indicated that final year students undertook supply work on days when they had no timetabled course commitment. Such links with schools sometimes led to subsequent offers of permanent appointments. There are also LEAs where 'if they (students) do a month in the school before the end of term they will actually be paid over the summer'.

It is clear that quite substantial numbers of NQTs undertake some supply teaching (Bird 2004, see also Barlin and Hallgarten 2001). Respondents in the preliminary interviews articulated a need for preparation for supply teaching, and this was endorsed by questionnaire respondents, 70% of whom felt that preparation for supply teaching would be either very or moderately helpful in supporting entry to teaching employment. In particular, this was seen as important by those NQTs who had taken up supply teaching when they were unable to find other posts.

*Training must include preparation for searching for teaching posts, supply teaching and what to do if you feel you cannot get a job!*

In the interviews, training providers were asked more generally about the preparation that they gave to trainees for searching for employment. One provider suggested that,

*We could do more on interviewing techniques and CVs. This could help students get into employment earlier and lower the stress level of those who keep getting interviews, but don't get the job.*

However, most of the other providers mentioned extensive support in helping students prepare CVs, letters of application, and for interviews. This often capitalised on the skills of local teachers and headteachers. Such people had great credibility with the trainees.

### **Changes to teaching employment**

In terms of increasing entry to teaching, we considered it especially important in this study to look at those NQTs who were uncertain as to whether they would eventually enter teaching employment (group 4), and to examine the factors that might influence them, and others like them, to feel more positive about the prospect of teaching employment, and perhaps, to enter the profession. We therefore asked these NQTs to indicate which of a range of possible changes to teaching would make them more likely to enter teaching employment in the future.

The same question was also posed to the non-teachers. Among this latter group, six individuals stated that 'nothing would make me teach'. In terms of reducing post-training wastage, it is clearly too late to encourage these individuals into teaching employment. The responses of the other 16 non-teachers, and of the possible teachers, are shown together in Table 10.14 below for ease of comparison. The table ranks the changes in order of the total number of responses.

**Table 10.14** Changes to teaching that would make NQTs more likely to teach in the future

<i>Change</i>	<i>Number of responses</i>	
	<i>Non-teacher (n =16)</i>	<i>Possible teachers (n = 15)</i>
Less paperwork /admin	12	15
Smaller classes	11	8
Reduced workload (fewer classes)	9	8
Improved pupil behaviour	8	8
More scope for creativity / initiative	5	7
More part-time / job-share posts	4	6
Fewer government initiatives	7	2
Changes to curriculum	3	6
A higher starting salary	3	5
Better resources in schools	3	5
Teaching profession more valued by society	4	3
Changes to induction arrangements	1	4
Better career progression	2	2
Availability of childcare provision	1	2
Other	1	

The most consistent call was for reduction in the teaching workload. The extent of workload was graphically emphasised by a provider who when talking to mature students who, for example, had run businesses or had middle management jobs with banks and insurance companies found them saying ‘I thought I worked hard but this year has been the hardest of my life’. One provider referred to the need to do something about the ‘Overwhelming paperwork (even if some students have naïve expectations)’.

The responses are consistent with the reasons given by these NQTs for non-entry/possible non-entry to the profession, and reflect the findings of other research and also some of the DfES priorities in re-modelling the teaching workforce, as

reflected in the National Agreement on School Workforce Reform (ATL *et al.* 2003). The pattern of responses for the two groups is very similar and, given the small size of the two groups, any differences are unlikely to be of great significance. In the preliminary survey we also identified individuals who had entered other employment after having unsuccessfully sought teaching posts, and were unsure whether they would ever take up teaching employment in the future. In most cases, the decision would depend on the future availability of local posts.

However, a number of other points are worthy of comment:

### ***Class size***

One of the factors that respondents felt would make them more likely to teach was a reduction in class sizes. This is interesting in view of Smithers and Robinson's (2003) findings relating to teachers who moved into the independent sector, and to their Policy Pointer number 8 (p.89).

### ***Scope for creativity and initiative***

A number of preliminary interviewees and those who offered comments on the questionnaire felt that teaching did not offer them scope for creativity that was one of the motivating factors that encouraged respondents to enter teaching (for information on respondent motivation, see Appendix 11). One NQT who had decided not to teach wrote of teaching that he believed 'that there is a lack of creativity'. This is consistent with the findings of Hutchings *et al* (2000), who found teachers leaving the profession for alternatives that they felt offered more opportunity for creativity and autonomy. This was recognised by one of the provider interviewees, who felt that there was a need to

*show teachers in training, in schools, both those in service and those pre-service that they can be creative, that they do have some professional*

*autonomy. I'm quite convinced there's been an ebbing away of professional pride. Teachers are proud of their craft now, but not of their professional imagination, their professional creativity.*

### ***Part-time/ job share posts***

The availability of part-time and job-share posts has been a recurring theme in this report. This cannot be separated from the over-riding issue of workload, and the sorts of comments quoted above from those (women) who feel that the size of the workload means that they cannot work full-time and maintain their family life, but are nevertheless committed and keen to work part-time.

One of the provider interviewees, when asked what would increase the extent of entry to employment mentioned employer flexibility, stating that that there was a need for schools to 'recognise that a part time teacher can be a real asset', although 'the best schools do that already'. In addition, one NQT pointed to the need for flexibility in terms of the time-tabling of part-time work in secondary schools in order for this to be a truly viable option.

*Part-time posts often have lessons scattered randomly throughout the week – an expensive and complicated nightmare when planning childcare.*

Another provider interviewee felt that there should be an increase in the extent to which schools made use of job-share arrangements. In this respect, one of the NQTs stated:

*Most job shares occur as a consequence of maternity when people do not want to come back full-time, so the other ½ post is advertised. They don't appoint a job with 2 new members of staff. Lots of women would love to work part time. It needs to be more flexible.*



Another wrote:

*There are not many part-time job share posts: not many for an NQT. Job adverts say job-share welcome – but not for an NQT. I took a year on supply to recharge and decide when and where I wanted to teach. I was in a financial position to do that as my husband was working. I could not have done so if I had been a single mum. Employers are not really working at more flexible ways of doing things. I felt that where forms said 'tick if you only want a job share' that the form went straight on the reject pile.*

There can be little doubt that increased flexibility in teaching employment would support the entry to employment of these NQTs, of whom there may be a significant number in an annual cohort.

### ***Induction arrangements***

Five respondents felt that changes to induction arrangements would be very helpful in increasing entry to teaching employment. From questionnaire comments, preliminary interviews and provider interviews, this would appear to relate to the concerns of those who, out of choice or necessity, start their teaching careers in the context of supply, part-time and/or short-term contracts. The two issues would seem to be the reluctance of schools to put induction arrangements in place for short-term, and especially short-term part-time, employees, and the existence of the 'four-term rule' for supply teaching. If NQTs did secure temporary posts, they were not always offered induction packages. One interviewee wanted to work part-time but could not as the school was reluctant to take her on for induction.

*It should be possible for part-time teachers to do the induction period. This is technically possible but schools didn't want to take on all the extra paperwork.*

Those who had been doing supply for long periods were concerned about their situation as regards induction, and the application of the four-term rule<sup>13</sup>. One NQT knew of two mature NQTs who had been unable to find long-term posts and who were 'unable to do any more supply until they can complete their NQT requirements'. Two interviewees felt that there should be guaranteed induction placements for those who gain QTS.

In terms of induction, we should perhaps end by commenting that many providers considered that early drop out from teaching employment was probably more significant in terms of retention than wastage between qualification and employment. One wrote:

*What we do find is that it's in the NQT year, when the student has an induction problem; that can really make them want to leave.... We know from experience that there are good students who have left teaching because of the induction year experience being negative, and of course they haven't got the same support systems because there's nobody to come to in school.*

In this respect, providers indicated a need to: provide means for NQTs to develop into the profession, have a National policy on the structure of the first year, and police the induction guidelines

Even within the small numbers of NQTs contacted in this study, we were aware of a small number who had entered teaching employment and already left the profession. They wrote:

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<sup>13</sup> Although the revisions to the induction arrangements offer a little more flexibility here

*I obtained employment at an inner city secondary school... I stuck it for three weeks. The behaviour of some pupils was appalling.*

*I have been much happier after leaving teaching and have absolutely no intention to return to it.*

*I lost my confidence, enthusiasm, motivation and dedication. I wanted to remain in education and am now an education welfare officer – with much better hours and wages (although the same amount of paperwork!). I would not return to the teaching profession, and know several other people with the same circumstances as me.*

We can only emphasise here the need for support in the early stages of teachers' careers, and re-iterate the comment of the NQT (no longer a teacher) who was quoted above: 'Lack of real support in the induction year was telling'.

# Chapter 11 Graduate Teacher Programme study

## 11.1 Introduction

Current recruitment and retention data suggests that a higher proportion of trainees following employment-based routes (EBRs) enter teaching employment at the end of their training than trainees who have taken the PGCE route. For example, The University of Buckingham Centre for Education and Employment Research, in their analysis of the Teacher Training Agency (TTA) profiles of teacher training institutions, conclude:

*People in the top ten school-based schemes were all more likely to have secured a permanent teaching post than in any of the universities. (CEER 2005:1)*

In its recent report of the first major inspection of the GTP, Ofsted commented in the main findings:

*GTP trainees are highly committed and determined to be successful teachers Ofsted 2005:3)*

The survey reported in this paper investigated Graduate Teachers' perspectives on a number of key elements:

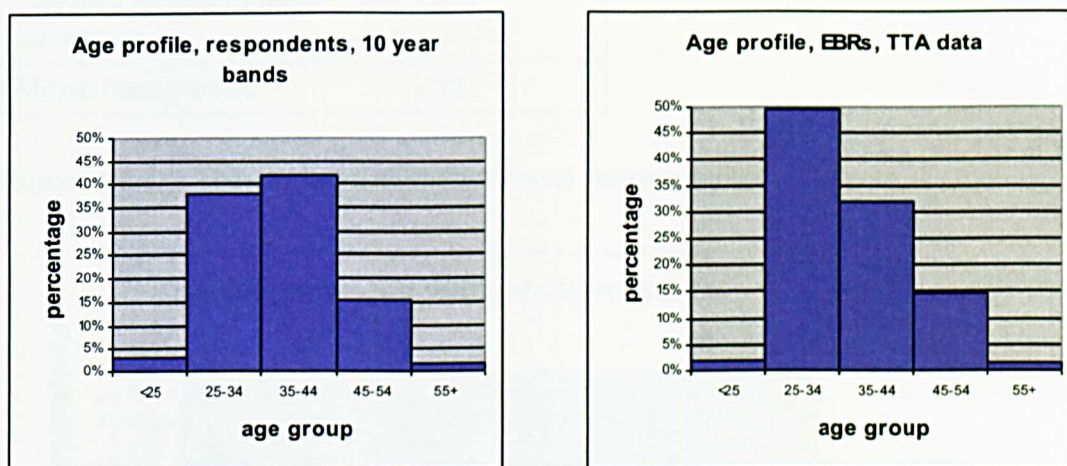
- Their reflections on their training experience;
- The extent to which they felt the training had prepared them to enter teaching;
- For those in a teaching post, their experience of obtaining their first post and what had happened since;
- For those not in a teaching post, the reasons why they either did not take up a teaching post or, having taken up a post, subsequently left teaching.

This study forms the first phase of on-going research into the early teaching careers of those who trained through the GTP, and consists of largely quantitative research which will be followed by a more qualitative study.

## 11.2 Characteristics of respondents

Questionnaire responses were received from 737 individuals: if all of the 1943 questionnaires requested were actually despatched, this represents a response rate of 38%. Of the respondents, 195 (26%) were male, 538 (73%) female and four (<1%) did not state their gender. TTA profiles data for 2002/3 for those gaining QTS on Employment based routes shows 31% male and 67% female, as compared to sector data of 26% and 74%.

**Figure 11.1 The age profile of respondents as compared to the national EBR profile**



There is a difference between the national picture for EBRs (TTA 2002/3) and the sample achieved by this survey, with a lower proportion of survey respondents falling into the 25-34 group compared to a greater proportion of older trainees nationally, see Figure 11.1. This could be a result of a number of factors, including the regional imbalance or the particular providers used. Whatever the reason, this means that the sample is not entirely representative of the population from which it is drawn in respect of the age profile. However, the sample is closely similar to the EBR population in respect of consisting almost entirely of 'mature' trainees (traditionally regarded as those

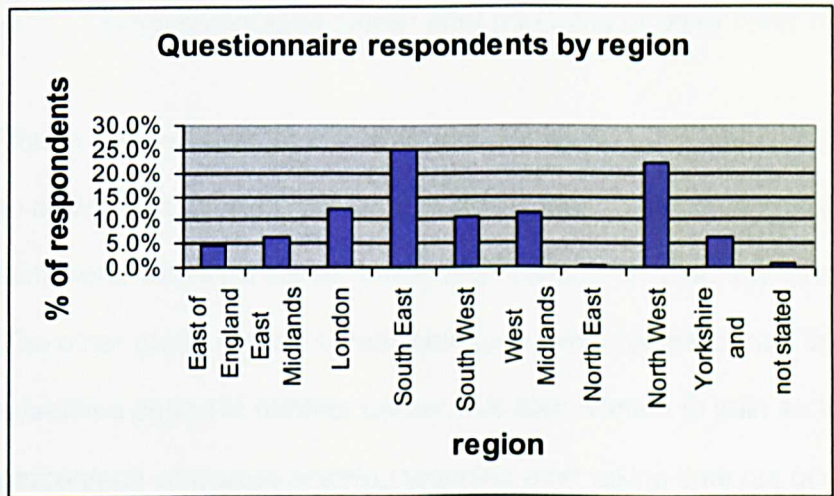
aged 25 and above), with, in each case, around 80% of trainees aged 25-44. The age profile for non-EBR trainees (TTA profiles data 02/03) shows a very different profile with 51% of trainees in the under 25 age group, and only 46% aged between 25 and 44.

The ethnic backgrounds of the respondents were as indicated in the table below (Table 11.1). This compares to TTA 2002/3 data for EBRs for which 89% of those whose ethnicity was declared were white.

**Table 11.1**

Ethnic background	Percentage
White	93%
Asian or Asian-British	4%
Black or Black-British	2%
Chinese or other ethnic background	1%
Mixed background	1%

**Figure 11.2 The regional distribution of respondents**



This would appear, on the basis of questionnaires requested by DRBs, to represent a disproportionately high response from trainees in the South East, see Figure 11.2. It is not clear at this juncture why this should be so.



The phase of training of the survey respondents was as indicated in Table 11.2 below, with roughly half of the respondents having trained to teach primary or KS2/3, and half secondary.

**Table 11.2**

Phase	Number	% of respondents
Primary / early years	320	43%
Key Stage 2/3	33	4%
Secondary	376	51%
Not	8	1%

### **11.3 Survey findings**

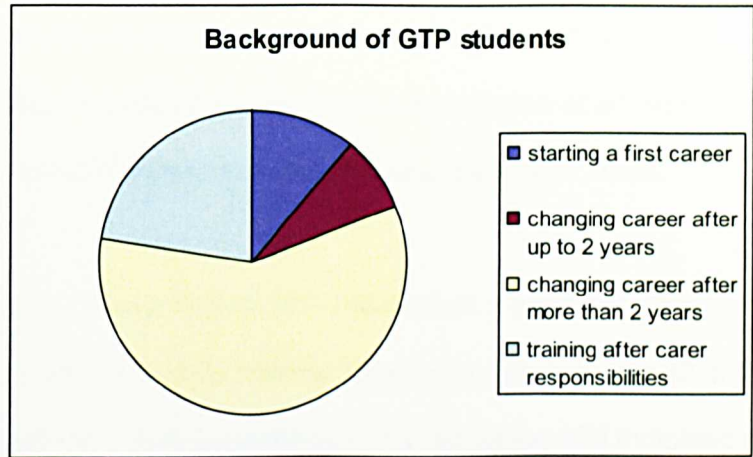
#### **11.3.1 Background of trainees**

The questionnaire asked trainees to indicate which of four statements best represented their background at the point at which they started training. The options given were:

- Starting a first career
- Changing career after up to two years in another career
- Changing career after more than 2 years in another career
- Starting/changing career after parenting or other carer responsibilities

These options relate to the argument presented by Howson (2004) that it is important to distinguish between two groups of trainees. The first he describes as career-switchers, who try a career briefly after graduation then switch to train as a teacher. The other group are the career-changers, who decide to train to teach after a more sustained period in another career. We also wanted to gain an indication of the percentage who were entering teaching after taking time out of employment for family reasons. The responses are indicated in Figure 11.3 below:

**Figure 11.3    Background of GTP students**



The chart shows that around 60% of those responding to this question were moving into teaching after at least two years in another career.

**11.3.2 Prior experience**

RQTs were asked to indicate which of a list of prior experiences they had when they started their training. The question asked them to indicate all that were appropriate, so that many respondents indicated several of the options. The number and percentage indicating each option are indicated in Table 11.3 below.

**Table 11.3**

Prior experience	Number of responses	
A period of classroom observation before starting my training	441	60%
Voluntary work in UK classrooms	293	40%
Paid learning support in UK schools	287	39%
Voluntary work with children	228	31%
Other paid work with children	214	29%
Paid non-teaching work in UK schools	118	16%
Teaching employment in further or HE	114	15%
School governor	71	10%
Teaching employment outside the UK	63	9%

Teaching employment in an independent school	51	7%
Other experience of teaching/training	253	34%

98% of respondents (725) indicated some prior experience of schools, teaching/training, or of other work with children. Of the whole sample, only 12 respondents (2%) indicated no experience at all. 588 (80%) of respondents provided entries for more than one of the experiences listed.

60% of respondents (441) had spent a period of observation prior to training (typically recommended by training providers), however just 38 of these indicated that this was their only prior experience – the remaining 403 indicated at least one other of the types of experience listed. Of the 296 (40%) who had not undertaken classroom observation, 284 (97% of them) indicated other prior experience.

Large numbers of respondents indicated particular other types of experience. The most common was voluntary work in classrooms, with 40% of respondents having experience of this sort before starting their training. This figure varied by the phase of training. For secondary trainees, only 25% (n=376) had undertaken voluntary work in the classroom, while the corresponding figure for primary/EY was 58% (n=320), and for KS2/3 was 40% (n=33). This is unsurprising as we know that many women with families decide to enter teaching after helping in classrooms in their children's primary schools, but they are much less likely to have provided voluntary help in secondary schools.

192 respondents (26%) indicated that they had experience of teaching in a different school / college context (in at least one of independent schools, HE, FE or teaching overseas) – this represents a very high percentage of trainees entering training with prior experience of teaching. An additional 244 (33%) had paid experience in a learning support capacity (25% in secondary and 52% among the rest) – indicating that 59% of

the respondents had experience of classroom-based teaching or supporting prior to training. Given that work as an unqualified teacher was not specified in the questionnaire, the percentage with classroom experience may be (considerably) higher, especially given the high number of respondents (115, 16%) who stated that they had other experience of teaching or training – although our experience from previous studies suggests that at least some and possibly much of this experience will have been in a training capacity in other careers, it seems likely that a number of these had worked as unqualified teachers.

Table 11.4 below presents the figures in respect of the relevance of experience, and provides cumulative numbers.

**Table 11.4**

Relevance of prior experience	Number of respondents	Cumulative number
Prior experience of teaching (independent schools, overseas, in FE or HE)	192 (26%)	192 (26%)
No prior experience of teaching, but paid classroom support	244 (33%)	436 (59%)
No prior teaching experience or paid support, but voluntary work in classrooms	118 (16%)	554 (75%)
No prior experience of teaching, classroom support or voluntary classroom work, but other experience of schools <sup>14</sup>	31 (4%)	585 (79%)
No prior experience of teaching/schools, but experience of paid work with children	33 (5%)	618 (84%)
No prior experience of schools/teaching, or of paid work with children, but experience of voluntary work with children	24 (3%)	642 (87%)
None of the above, but other experience of training <sup>15</sup>	45 (6%)	687 (93%)
Non of the above, but classroom observation	38 (5%)	725 (98%)
No experience of any sort	12 (2%)	737 (100%)

<sup>14</sup> eg paid or voluntary non-teaching work in schools, school governance  
<sup>15</sup> as noted previously, this may include unqualified teaching in UK schools

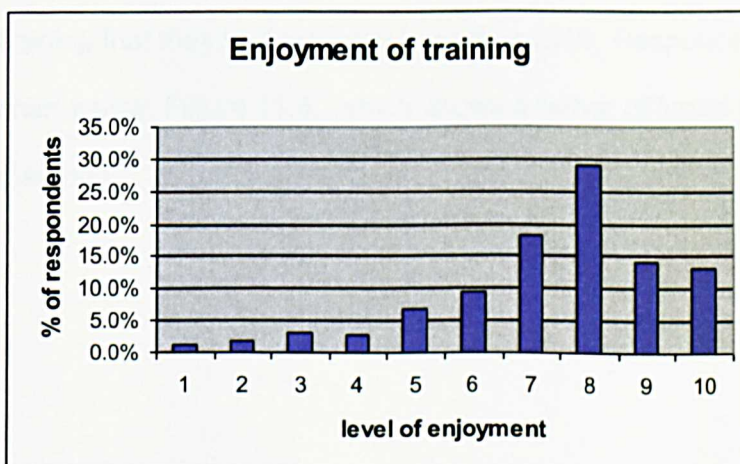
The cumulative figure for those listing experience of teaching, learning support or voluntary classroom support (not including the other teaching/training category), comprises 75% of respondents. From the remaining 183 respondents, 21 had been employed in schools in a non-teaching role, and a further 10 had been school governors. All of these figures present a clear picture of GTP trainees who enter training with substantial knowledge of life in schools (or at least of one particular school with which they have an association). Combining these suggests that at least 79% had some familiarity with teaching or schools before starting their training.

Of the remaining respondents, a number indicated that although they were not necessarily familiar with schools, they had experience of working with children, either in a voluntary capacity or through paid work. Many others had other experience of training. Many of those listed as having experience of schools and/or teaching also had experience in other categories.

### 11.3.3 Experience of training

The RQTs were asked about their experience of their training. An initial question asked them about the extent to which they had enjoyed their training. They were asked to rate their enjoyment of training on a scale of 1-10, where 1 represented 'not at all' and 10 'very much'. The responses (n=731) are indicated in Figure 11.4 below.

**Figure 11.4 Enjoyment of teaching**

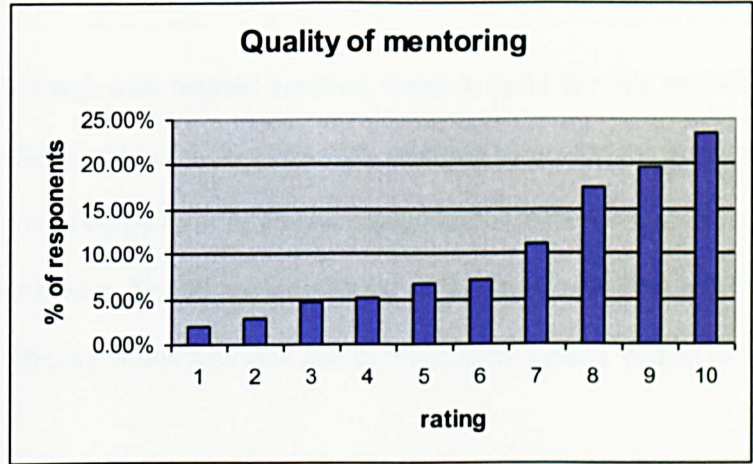




The responses are overwhelmingly positive, with 57% of respondents rating their enjoyment at 8 or higher.

Respondents were asked to rate the quality of the mentoring they received in their training schools support and training on a 1-10 scale (1= 'very poor' and 10 = 'excellent'. The results are charted in Figure 11.5 below.

**Figure 11.5    Quality of mentoring**

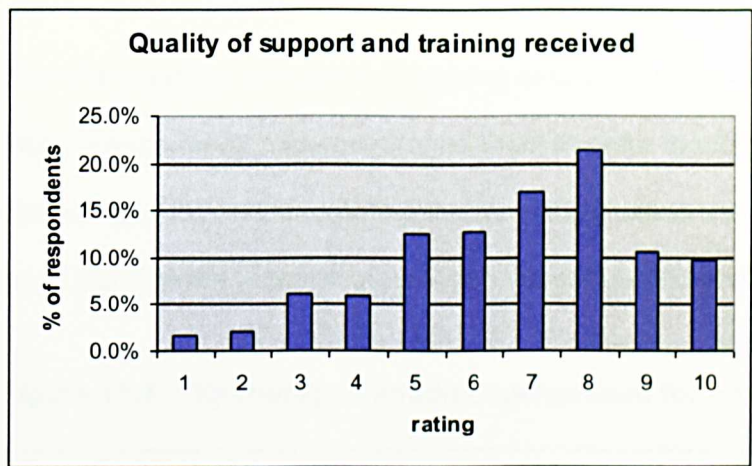


The majority of respondents were positive about the mentoring they had received, with nearly 25% of respondents rating the quality of mentoring as 'excellent' (10) and 60% giving a rating of 8. However, a minority (21%) gave a poor rating (5 or less).

In comparison, the RQTs were also asked to rate (on the same scale) the support and training that they had received from their DRB. Responses (n=733) are indicated in the chart below, Figure 11.6, which shows a rather different pattern to the chart for mentoring.



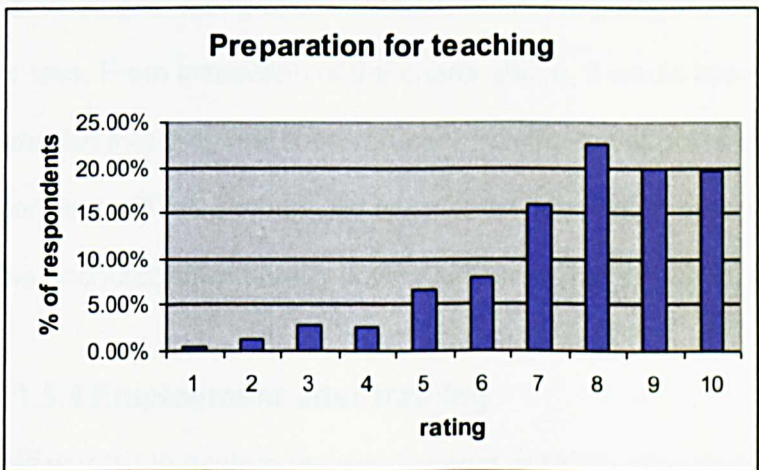
**Figure 11.6    Quality of support and training received**



Though also largely positive, there is considerable variation in the responses given to this question. 42% were very positive (8 or above) about the quality of the training provided by their DRB (as compared to 60% for mentoring), 28% rated the quality at 5 or below. These responses are in keeping with TTA NQT survey findings, which typically show trainees rating the school based ‘practical’ experience more highly.

Trainees were asked about how well they felt that they had been prepared for teaching. The responses (n=729) are as shown in Table 11.7 below.

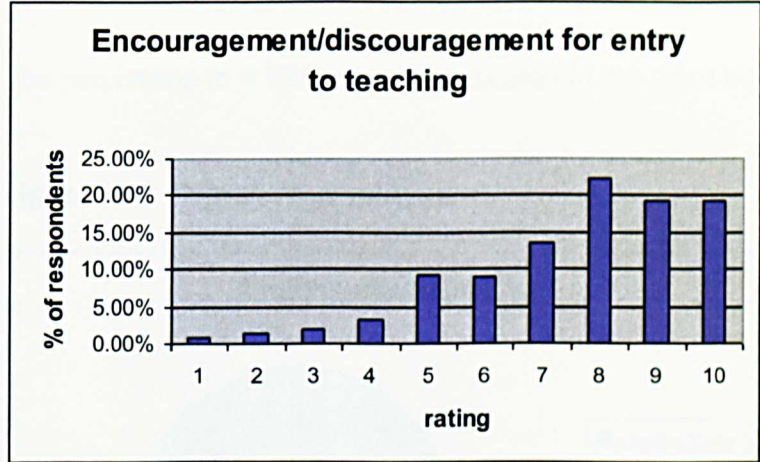
**Figure 11.7    Preparation for teaching**



It is clear that most of the trainees felt that they were well prepared for teaching. 62% of those who responded rated the level of preparation at 8 or more.

The final question in respect of training asked the RQTs about the extent to which their training experience had encouraged them to enter teaching or, conversely, had discouraged them from entering the teaching profession: it would seem that this would be of significance in terms of retention subsequent to training, see Figure 11.8.

**Figure 11.8    Encouragement/discouragement for entry to teaching**



The majority of respondents indicated that their training encouraged them to enter teaching, with 61% feeling strongly encouraged (rating 8 or above). A minority seem to have been discouraged by their training experience, with just 17% giving a ‘discouraged’ rating of 5 or less, and only 4% giving a ‘strongly discouraged’ rating of 3 or less. From inspection of the charts above, it would appear that even some of those who felt that they had received poor training or support from one or other of the training partners still felt encouraged to enter the teaching profession. It seems at first sight that the encouragement rating is very similar to that for the level of preparation.

**11.3.4 Employment after training**

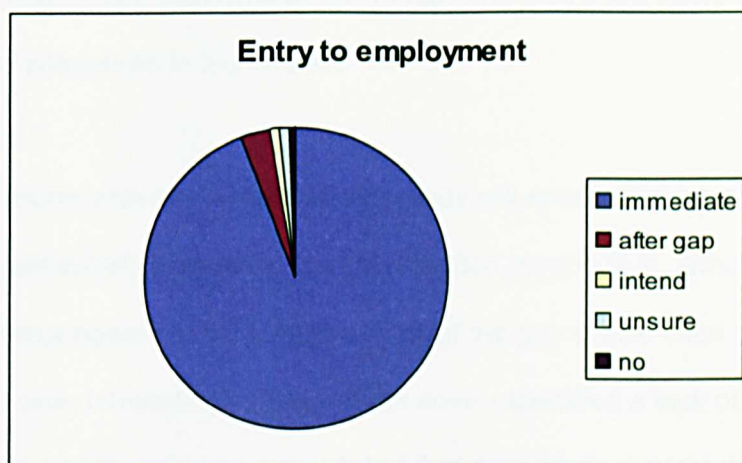
We wanted to explore the employment of RQTs after training. There were a number of aspects that we sought to investigate. Firstly, we wanted to gain an overview of entry to

employment. The RQTs were therefore asked which of a series of options best described their teaching employment subsequent to qualification. The options were as listed below:

- I immediately entered teaching employment (include regular or occasional supply)
- I entered teaching after a gap
- I have not entered teaching, but intend to in the future
- I have not entered teaching, and am unsure whether I will do so in the future
- I have not entered teaching, and do NOT intend to

The responses (n = 726) were as indicated in the chart below, Figure 11.9.

**Figure 11.9 Entry to employment**



97% of the respondents had entered teaching employment, 94% immediately and the remaining 3% after a gap. Of the 20 respondents who had not entered teaching employment, eight were still intending to, seven were unsure, and only five respondents – less than 1% of the total – had definitely decided not to teach. These figures for entry to teaching employment are very high compared to published figures for entry to teaching from Higher Education-based routes (see, for example, CEER, 2005).



Those who did not enter teaching immediately after qualification, but had done so after a gap (n=23) were asked about their reasons for delaying entry. Of the 23 respondents in this group, 15 stated that the reason for their delay was a lack of available local jobs or a lack of part-time posts: several also indicated that they had made applications for posts that had been unsuccessful. Of the remaining eight, four had delayed for personal reasons (pregnancy, child care, other care responsibilities), two had been uncertain as to whether they wanted to teach and two gave other reasons.

In addition to those who had entered teaching after a gap, there were a further 15 who had not entered but either intended to enter employment or were undecided. Among those who intended to teach in the future, the position was the same as for those who had entered after a gap – the delay appeared to relate, in most cases, to availability of local and/or part-time posts, though two had been offered and had taken up alternative employment in the interim.

Those who are unsure whether they will eventually enter teaching employment are particularly interesting from a retention perspective, although there were very few such respondents (n = 7). Again, most of the group also cited problems with availability of posts. Interestingly, three of the seven specified a lack of available part-time posts. Two of the others simply stated that they were unsure whether they wanted to teach.

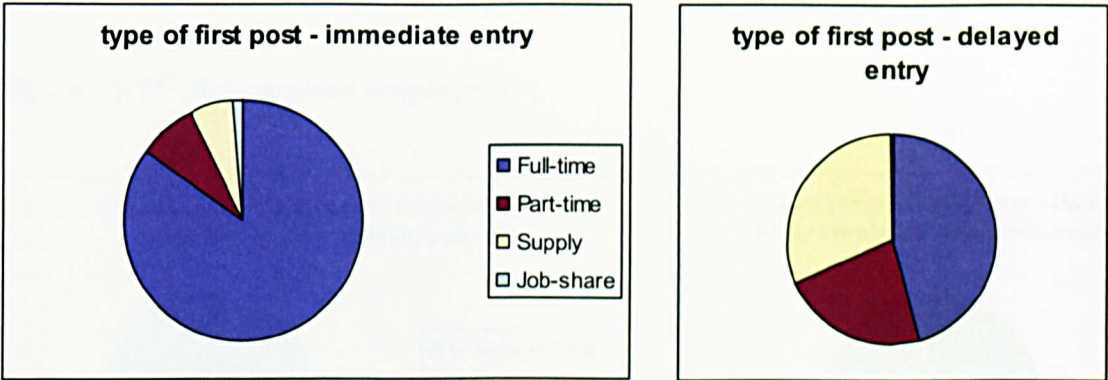
For those who had entered teaching employment, we wanted to know what percentage took up teaching employment in the school in which they had trained. Overall, of those who had entered teaching employment and who responded to the question (n = 703), 66% had taken up employment in their training school.

Of the 682 who stated that they had entered teaching employment immediately after qualification, and responded to this question, 67% had taken up employment in their

training school. Among those who had entered after a gap, the proportions were roughly reversed, with 71% taking up employment in a different school.

The types of posts taken up by the RQTs after qualification were also explored. The charts below, in Figure 11.10, show the responses for those who entered immediately after qualification and those who entered after a gap. The two are markedly different.

**Figure 11.10 Types of posts taken up by the RQTs after qualification**



85% of those entering teaching employment immediately took up full-time posts, as opposed to only 46% of those whose entry was delayed. It is unclear at this point whether the difference reflects decisions among the delayed group not to take up full-time employment, or whether the delayed group have taken up part-time or, more particularly, supply teaching because appropriate full-time posts have not been available. The reasons given above for delayed entry to teaching employment suggest that the former has clearly been a factor in a number of cases, more detailed follow-up research may be needed to gain a clearer picture of the latter.

While around two thirds of RQTs had entered teaching in their training schools, we wished to explore the extent to which they remained in their first schools or moved to other schools. Those who had entered teaching employment were asked to indicate which of a series of options described their situation. The responses are shown in Table 11.5.

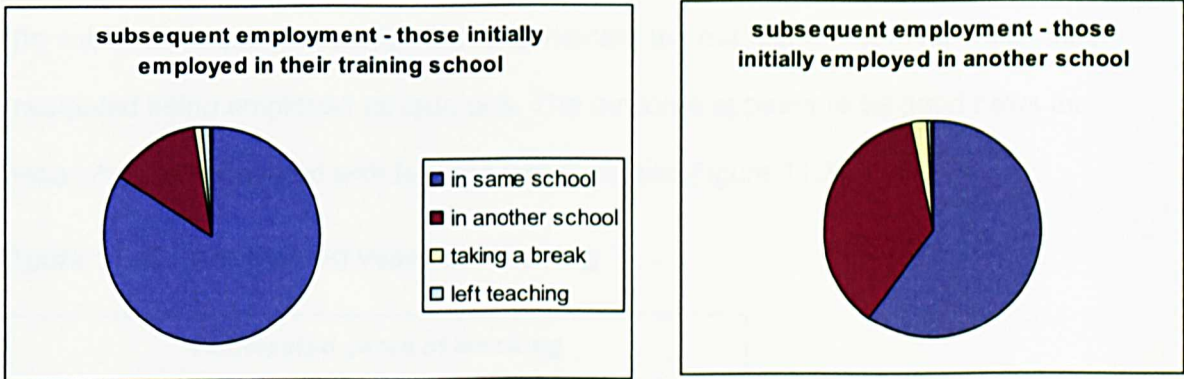
**Table 11.5**

I am still teaching in the first school in which I worked after qualifying	76%
I am teaching in another school	21%
I am taking a break from teaching	1%
I have left teaching	1%

Three quarters have stayed in the school in which they first taught after qualification.

Comparing those who took up first posts in their training school with those whose initial employment was in another school shows a marked contrast (see Figure 11.11 below).

**Figure 11.11 Subsequent employment**



It would appear that those who take up employment in their training school are considerably more likely, at least in the short-term, to stay in the same school than those whose first post is in another school.

The questionnaire asked whether those employed in teaching had been employed in roles in which they received a responsibility allowance. Of the 700 who responded to this question, 27% gave a positive response.

The figures above suggest that very few of the respondents have dropped out of teaching employment within the short period after qualification. This is in contrast to reports of high overall drop out rates of teachers at the end of training and in their first

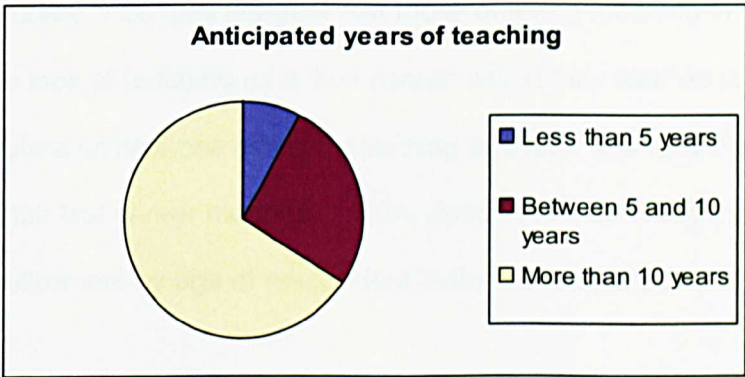


three years of teaching (see, for example, CEER, 2004; Ross and Hutchings, 2003). We wanted to explore further the retention of these trainees and therefore asked about their career intentions.

The first question asked whether the RQTs thought that they would stay in teaching employment until, they retired. Of those who replied to this question (n=704) 68% anticipated teaching until retirement. However, it should be noted here that: a) no specification was made about the age at which they expect to retire and b) many of these trainees are mature entrants who may offer only a limited period of employment before retiring.

The subsequent question asked RQTs to indicate the number of years for which they anticipated being employed as teachers. The outcome appears to be good news for those who are concerned with teacher retention, see Figure 11.2.

**Figure 11.12 Anticipated years of teaching**



Two thirds of the respondents anticipated teaching for more than 10 further years. Nevertheless, there was a small but not insignificant minority (8% of respondents) who expected to leave teaching within five years. Exploring this by age of respondent revealed the following:

**Table 11.6     Number of years of teaching anticipated**

	<b>Number of years of teaching anticipated</b>		
<b>Age</b>	<b>&lt; 5 years</b>	<b>5 - 10 years</b>	<b>&gt; 10 years</b>
<25	6%	33%	61%
25-29	10%	21%	68%
30-34	4%	21%	75%
35-39	5%	21%	73%
40-44	8%	26%	66%
45-49	9%	32%	59%
50-54	13%	60%	27%
55-59	25%	67%	8%
Total	8%	26%	66%

This table shows, as would be expected, that those aged 50 or above expect to teach for a relatively short time (until retirement). Other than that, there is little clear difference between the age groups, although there appear to be a higher number intending to leave teaching within five years among those aged 25-29. Those most likely to intend to teach for more than 10 years are those in their thirties at the time of survey. This may suggest that those entering teaching in their twenties are more likely to look at teaching as a 'first career' which may lead on to other employment in the future while those entering teaching at a later age may be more likely to see this as their last career move (see TDA, 2005). Re-examining the question about teaching until retirement by age of respondent indicates a clear trend of this sort, see Table 11.7.

**Table 11.7     Percentage intending to teach until retirement**

<b>Age</b>	<b>% intending to teach until retirement</b>
<25	50%
25-29	56%
30-34	65%
35-39	71%
40-44	70%
45-49	76%
50-54	83%
55-59	92%

## 11.4 Reflections

This research was undertaken to investigate the views of Graduate Teachers on their training experience and their movement from training into employment. The broad aim was to explore some of the possible elements contributing to the success (as measured by its completion and employment record) of this employment-based route to QTS.

One striking feature to emerge from the research is the very high proportion of respondents (at least 79%) with significant experience of schools and classrooms prior to commencing their training. 60% had undertaken a period of classroom observation, recommended (or in some cases required) by the DRB. However, a significant proportion had school experience from their previous employment, e.g. as a classroom assistant, technician or unqualified teacher. The Ofsted inspection report (Ofsted, 2005) confirms this finding:

*Many, especially those training in the primary phase, have previous school experience from informal observation to employment as unqualified teachers or teaching assistants (Ofsted, 2005:14)*

It can be argued that mature trainees, a very large percentage of whom have already had some experience of working in schools (not necessarily in teaching in schools but technician and support roles) have made a carefully thought through and balanced decision to train as a teacher. They were aware of the reality of schools and still found it an attractive proposition. This echoes the findings of Griffiths (2003) who came to the conclusion that relevant prior experience was a crucial element in the success of many GTP trainees:

*For most GTP trainees, prior experience in school contributed to their feelings of preparedness at the start of their training and their ability to cope with the transition to teaching...For those trainees who came to the GTP with work experience unrelated to school, the transition to teaching could be very difficult indeed. (Griffiths 2003:4)*

The broad conclusion on this point is similar to that reached by the first piece of published research into the GTP (Foster, 2000):

*The GTP is supported as a suitable option where a flexible, individually-tailored scheme is needed, e.g. for someone who already has substantial relevant experience, but it is not seen as an appropriate model for training large numbers of beginning teachers. (Foster, 2000: 297)*

One respondent observed:

*I undertook the GTP course after working as a full time unqualified teacher for a number of years... Without this experience and already [being] employed in a school with a very supportive department and staff, I would have found that GTP course difficult.*

The second key conclusion from this research is the affirmation of the principle that Graduate Teachers should be supernumerary and not filling a teaching vacancy. In their comments about the quality of the training experience, respondents were very clear that it was hard for training to be successful in cases where trainees were used to fill teaching vacancies in the schools. Comments from respondents illustrate a clear feeling that it was very important for trainees to be supernumerary:

*GTP route viewed by schools as cheap alternative to supply. ... I had an 80% timetable and rarely had a free period ...and [was] expected to cover for colleagues off sick, on courses, etc. I was only observed 3 times by my mentor in GTP year*

*GTP... is very intense and open to abuse both by schools desperate to put a 'body' in front of a class and DRBs who want the funding without providing the back up to trainees.*

*Not enough support is given to students in training and [they] are often used as stop gaps / cover teachers as a person in front of a class. That is why so many leave after training.*

*GTP in a school – sometimes felt like a 'cheap' teacher being used to 'contain' the worst behaved children – had a 70% timetable and form responsibilities.*

These views are directly in line with the conclusions of Ofsted:

*It is expected that trainees in receipt of (salary) grants should be additional to school staffing and should not be filling a teaching vacancy. However, a few schools, especially those facing teacher shortages, ask trainees to teach classes for which there is no other teacher; this has a negative impact on the level of support and training they receive (Ofsted, 2005:19).*

*To improve the quality of this employment-based route, DRBs should ensure that...trainees in receipt of salary grants are given adequate time for training and are not filling a teaching vacancy (Ofsted, 2005:5).*

Foster (2002) concluded that the GTP continued to produce some committed and high quality teachers but that the achievement of consistently high quality across the GTP was threatened by the extent to which it was being used to fill teaching vacancies rather than to create supernumerary training places. Three years on, it can be argued that this remains a serious threat to the quality and credibility of the GTP as a training programme. Taking a comparison with PGCE, providers seek not to place PGCE trainees in school or departments unable to offer appropriate mentoring and support; yet these are the very departments that sometimes take on a Graduate Teacher into a vacant post, a situation that is to some extent exacerbated by the prioritisation of shortage subjects. In such circumstances, striking a balance between meeting the training needs of the Graduate Teacher and securing the Graduate Teacher's contribution to the needs of the school is difficult. These Graduate Teachers tend to have substantial timetable commitments and other aspects of their training entitlement are either fitted around the teaching or do not happen at all.

For the great majority of respondents in this research, the training process had been a very positive experience, with the mentoring and support provided by the host school rated very highly. Many respondents emphasised the importance of effective mentoring:

*The GTP route was excellent ... but I had an excellent mentor in the school and in this route you are almost totally reliant on this person.*

*A strong school and mentoring system is required.*

*If the school or mentor is not fully committed to the programme it can be a disastrous route into teaching.*



*My mentors and the other teachers are the reason I went into teaching after training.*

Other research (see, for example, Foster, 2002; Griffiths, 2003) found that some Graduate Teachers had a more positive view of themselves as professionals than trainees on other routes because they were regarded by colleagues and pupils as 'proper teachers' rather than as trainees. Some felt that their schools invested more time and effort to their support than was the case for, say, PGCE trainees on a six-week placement. Griffiths observed that being treated as a full member of staff could have its drawbacks:

*For many trainees, difficulties arose because of unrealistically high expectations on the part of the school. The school regarded Diane as more capable than she herself felt (Griffiths, 2003:6).*

This aspect of the Graduate Teacher experience is less prominent in this piece of research, with a relatively small number of related free response comments. However, follow up interviews may elucidate further responses.

By contrast, there was a significant number of comments, almost all of them strongly favourable, in respect of preparation for teaching. Respondents were very positive about the GTP in this respect, feeling that it offered them better preparation for the realities of teaching than a PGCE course:

*GTP route prepared me very well for NQT time. No shocks or surprises as GTP gets involved in all aspects of school life throughout the year.*

*GTP gives a realistic view of teaching and prepares you for the NQT year much more than PGCE appears to.*

*The GTP route was excellent in that it gave me real teaching experience (I owned my classes for the year, prepared them for SATs, GCSEs, etc). Much better preparation than the short blocks done on a PGCE course.*

*The GTP programme gives a very realistic insight into the teaching profession.*

*GTP is very intensive... its biggest strength is that you are almost permanently training 'on the job'. On entering a teaching career, there are few surprises, and you know what it's like to be part of the team in the school.*

A few of those commenting felt that although they were well prepared for the reality of school life, their training had, perhaps, lacked other elements:

*I felt the GTP route has prepared me very well for the physical life in school although I am finding some of the more theoretical and information relating to Govt. Standards / current issues / etc are slightly less prepared.*

*Felt a bit 'thrown in at the deep end'. Still struggle with foundation subjects as not covered much in training. Lots of experience of being in classroom but felt that my training lacked the background work that B.Ed and PGCE students get e.g. Theory of learning, etc.*

A further striking element of this research is the extent to which respondents were affirmed in their choice of teaching as a career by the experience of the GTP (this appeared to be the case for some even though certain elements of their programme had been less than wonderful). This prompts an interesting issue for exploration through both further analysis of the data and in follow-up interviews: how far is the success of the GTP in terms of completion, employment and retention attributable to the qualities, maturity and career decision making of the people who undertake the programme? An examination of Bird's research on mature entry to teaching (Bird 2004) suggests that maturity and the commitment required of career-change trainees may be significant factors in retention. How far is it the nature of the programme which, at its best, offers a combination of experience-based learning, supported by expert and experienced school mentors, and opportunities to engage with challenging conceptual structures, not as an alternative to experiential learning but in order to ensure that experience is properly understood and therefore a source of useful professional learning?

The findings of this research are in line with the growing body of evidence that, compared to HE-based postgraduate and undergraduate routes, the GTP has lower drop-out, higher recruitment into jobs and better retention rates in the early years of teaching:

New figures comparing retention rates on different training routes show those who learn on the job are more likely to stay, said Ralph Tabberer, chief of the Teacher Training Agency. Only around five per cent of trainees on the graduate teacher programme (GTP) drop out, compared to 11 per cent of postgraduate trainees, and up to 23 per cent of undergraduates. (Stewart and Thornton, 2005)

97% of respondents had entered teaching either immediately upon or shortly after completion of their training. Most of the remaining 3% were either seeking a teaching post or intended so to do in the future. Less than 1% of respondents said they had no intention of teaching. The picture in terms of retention was similar, with 98% still in post, most still in their first school which was also their training school. Some critics of the GTP suggest that one of its weaknesses is that it trains teachers for a particular school rather than equipping them to operate in a range of contexts; there is some suggestion, from the research reported here, of differences between the early careers of those who take up posts in their training schools and those who move to other schools: it will therefore be interesting to track the progress of Graduate Teachers in subsequent years to see if they move on, take up promoted posts, etc..

It is also worth noting that many respondents, especially those in the younger age brackets, envisaged teaching for a number of years (typically 5-10) before changing careers. This is entirely consistent with the general trend amongst young graduates (see, for example, TDA 2005) towards a working pattern that involves several career changes. Graduate Teachers may be, in Ofsted's words, 'highly committed and determined to be successful', but they do not all necessarily see themselves teaching until retirement!

## **Chapter 12 Conclusions and recommendations**

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# **Appendix XXX JACS classifications for Education**

## **X Education**

### **X100 Training Teachers**

The training of others to impart, explain and disseminate knowledge, skills and learning to a third party.

#### **X110 Training Teachers – Nursery**

The training of others to impart, explain and disseminate knowledge, skills and learning to pre-school children.

#### **X120 Training Teachers – Primary**

The training of others to impart, explain and disseminate knowledge, skills and learning to children in school  
years 1 to 6 inclusive.

#### **X121 Training Teachers – Infant (key stage 1)**

The training of others to impart, explain and disseminate knowledge, skills and learning to children in school  
years 1 and 2 inclusive.

#### **X122 Training Teachers – Junior (key stage 2)**

The training of others to impart, explain and disseminate knowledge, skills and learning to children in school

years 3 to 6 inclusive.

#### **X130 Training Teachers – Secondary**

The training of others to impart, explain and disseminate knowledge, skills and learning to children in school years 7 to 11 inclusive.

#### **X131 Training Teachers – (key stage 3)**

The training of others to impart, explain and disseminate knowledge, skills and learning to children in school  
years 7 to 9 inclusive.

#### **X132 Training Teachers – (key stage 4)**

The training of others to impart, explain and disseminate knowledge, skills and learning to children in school  
years 10 to 11 inclusive.

#### **X140 Training Teachers – Tertiary**

The training of others to impart, explain and disseminate knowledge, skills and learning to people above school year 11.

#### **X141 Training Teachers – Further Education**

The training of others to impart, explain and disseminate knowledge, skills and learning to people in education  
years 12 to 13 inclusive.

#### **X142 Training Teachers – Higher Education**

The training of others to impart, explain and disseminate knowledge, skills and learning to people registered on  
a higher education course.

#### **X150 Training Teachers – Adult Education**

The training of others to impart, explain and disseminate knowledge, skills and learning to adults. May include teaching of management training techniques, restructuring of teaching methods to take account of part-time study etc.

#### X151 Training Teachers – Coaching

The training of others to impart, explain and disseminate knowledge, skills and learning to sportsmen and women.

#### X160 Training Teachers – Specialist

The training of others to use non-standard methods to impart, explain and disseminate knowledge, skills and learning to people with particular learning requirements.

#### X161 Training Teachers – Special Needs

The training of others to use non-standard methods to impart, explain and disseminate knowledge, skills and learning to people with special needs.

#### X162 Teaching English as a Foreign Language (TEFL)

The training of others to use non-standard methods to teach English to people whose first language is not English.

#### X190 Training Teachers not elsewhere classified

Miscellaneous grouping for related subjects which do not fit into other Training Teachers categories. To be used sparingly.



# Possible omissions

## Induction

The other issue raised by the patterns of entry to employment which have been observed in this study is that of induction. The new requirements for an induction year could prove problematic for those RQTs who are employed on a supply basis for long periods of time, either through choice, or while seeking other employment.

The DfEE regulations set a limit to the amount of supply teaching that can be done without completing an induction programme.

'From the first supply engagement, no more than one year and a term can be worked on short term supply engagements of less than one term. This period begins when the NQT takes up his or her first placement as a short term supply teacher, and is measured in calendar terms from that point'.

(DfEE 1999)

A Mature RCT recently wrote:

'What concerns me is the 'four term' ruling. It seems likely that I will continue the job I am in next term, but will have to secure a job with an induction programme either for summer or next autumn terms otherwise I will no longer be allowed to continue'.

This RQT had been informed by an LEA advisor that, in applying for posts, she was 'up against' women returners. The teacher was, in this respect, less concerned about age discrimination than the possible effects of the induction requirements. She writes: 'It seems to me that not only have these 'women returners' had experience but, more importantly, they do not need an induction programme. The suggestion is clear – that

the need to put an induction programme in place may discourage schools from appointing these mature NQTs.

Another RQT commented:

'I am very happy doing supply (doing regular stuff at one school each week too). What worries me is that we are restricted to 4 terms supply. I value the experience of supply but do not want a full time job (got 4 children and the youngest is only 3). Am I making myself unemployable?'

One of the interesting points about these communications is that both of these teachers are undertaking regular work within one school, but have not been offered an induction programme. It is clear that there are potential difficulties here for those employed on supply or short-term contracts.

## **Date of application**

The discussion above had pointed to the fact that many of the NQTs found few appropriate posts for which to apply, especially if seeking part time posts. This would support the suggestion that such NQTs make initial applications for posts later than their younger counterparts because of the length of time taken to find suitable posts. While this is true, many of the respondents did not start to look for posts until after the award of QTS. Others had chosen to take a break before making applications, or had postponed job search for family reasons – pregnancy, caring for very young families or elderly relatives, or because of contractual obligations to previous employers. Late starts to job seeking were as much an important factor as late applications as a result of finding suitable posts.